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ABSTRACT

Selected papers from the conference on changing patterns of prcfessional preparation and services in special education held in San Diego, California (March 9-11, 1970), contain topics of teacher assessment of students, by Wayne Lance, and educational services based on learning characteristics of pupils, by William Hall. Also included are Joseph Lerner's description of inservice and preservice programs of professional preparation, and Keith Larson's treatment of the use of ancillary preprofessionals and volunteer personnel in special education. The concepts of administration and supervision of special education are presented by Ernest Willenberg, and instructional programs for exceptional children are suggested by John Matson. Selected comments from small group discussions held at the conference are included. (RD)

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CHANGING PATTERNS

of Professional Preparation and Services in Special Education

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CHANGING PATTERNS OF PROFESSIONAL PREPARATION AND SERVICES IN SPECIAL EDUCATION

Selected papers of a working conference
held in San Diego, California, March 9-11, 1970

Edited by
Dr. Gene Hensley
and
Virginia W. Patterson

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FOREWORD

Special Education in the United States emerged in response to a mandate to offer educational services to all children. Educators soon found that some modification in administration, curriculum, and professional preparation would be necessary if they were to meet the needs of exceptional children on a large scale. Self-contained special classes appeared to be a reasonable way of serving large numbers of handicapped children and adolescents whose physical, mental, or emotional disabilities were directly related to behavioral and learning problems. However, as a panacea for learning problems of handicapped children, the special school and special class concepts were in trouble from the beginning. Even in some large school districts it was sometimes difficult to find sufficient numbers of children with certain disabilities, e.g., the blind or orthopedically limited, to justify special classes or special schools. Further, parents sometimes resisted the idea that special but separate services constituted the best means of coping with the problems of their children. For several years, it has been clear that the best arrangement for special education services is still a matter of debate. Research has not provided overwhelming support for any one administrative arrangement.

Special education has grown rapidly in the western states. In the West, more than 50 colleges and universities offer some professional preparation for teachers of exceptional children. At least 10 universities offer doctoral-level preparation and more than 24 provide training at the graduate level. Each of two institutions have close to 1,000 students majoring in various fields of special education, and a large number of institutions not now providing professional training are planning to develop specialized programs for teaching aides and volunteers.

In this geographical area there are more than 175,000 children now receiving full-time educational services from qualified professional personnel in special education and more than 350,000 children benefitting from part-time services. In recent years, many new and innovative programs have emerged in the public schools including programs for pregnant teenagers, programs for the educationally handicapped, and programs for children with complex learning disabilities. Also, many states have developed cooperative agreements between special education and rehabilitation agencies and are providing continuous services for the handicapped from preschool through post-school levels.

It was the purpose of this institute to identify tasks of teachers and administrators in both urban and sparsely populated areas of the West; to relate these tasks to competencies of professional personnel and to the content of teacher preparation programs; and to develop guidelines for improving pre-service and in-service training. Specifically, this conference was intended to provide a well-prepared arena for knowledgeable special educators to discuss and evaluate issues concerning the changing patterns of professional preparation and service in the West.

Nearly one hundred participants representing western institutions and agencies were in attendance for the full conference period. The excellence of papers and the quality of the interactions attest to the importance given to this conference by those who attended. It is hoped that these published

proceedings will serve to stimulate additional study and research concerning the relation of professional preparation and services in special education in the western region.

Acknowledgements are due the Conference Planning Committee and the Conference Faculty. A special note of thanks goes to Mr. James Bradshaw, Coordinator, Special Education, Arkansas State University, State University, for his assistance in helping with routine conference responsibilities.

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TEACHER ASSESSMENT OF PUPILS

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Among the more obvious trends in professional preparation programs for special educators is an increasing emphasis on equipping the teacher with competencies as a skillful assessor of pupil performance. Whereas educational diagnosis was once the prerogative of the school psychologist or psychometrist, it is now believed by many to be a task within the domain of the teacher. This paper will briefly explore the rationale for preparing the teacher to assess pupil behavior and will attempt to suggest some means for assisting the teacher in carrying out this function.

A Changing Definition of Exceptionality

As Dunn (1968) points out, our past diagnostic practices have resulted in disability labels being applied to children. These labels, once attached to a child, often become a permanent part of the child's records, and evidence exists to suggest that the effect may be less than desirable. A label such as "educable mentally retarded" really says little to the teacher about the school related problems a child may be experiencing and may conjure up a whole list of stereotypic characteristics in the minds of those who are aware of the label.

A definition of exceptionality, focusing on educational needs of children as opposed to disabilities, appears to be emerging in special education. Such definitions tend to provide the teacher with more relevant clues as to programs they should provide for their pupils. Rather than resulting in permanent labels being attached to children, educational-need definitions result in a continual assessment procedure that precludes a static state of affairs. Educational needs of children change, and any definitions and labels applied to children ought to reflect these changes.

The Teacher—The Key to Clinical Teaching

"Clinical teaching" has been defined as "a term denoting adequate diagnosis of individuals needs and abilities, prescribing an educational program with specific, differential approaches to meet these specific needs of the individual, and the implementation of the program in the school setting." (Lance, 1966) No longer is it possible for the effective teacher to rely upon testing to be conducted periodically by the school psychologist and to limit his assessment of pupil performance to the product of this rather limited sample of behavior. Assessment is a daily operation almost totally dependent upon the professional having contact with the pupil—and no one is in a better position to assume this task than the classroom teacher who works with children with school problems. He may be assisted by various ancillary personnel, but in the final analysis the responsibility cannot escape him.

Competency in clinical teaching is certainly not a recent addition to the list of skills deemed desirable for teachers of the handicapped. Of the five items rated as "very important" in the USOE study of teacher competencies, three dealt with specific aspects of clinical teaching, viz.,

"experiences in giving individual instruction to mentally retarded children," "experiences in drawing educational interpretations from psychological reports," and "experiences in drawing educational interpretations from cumulative education records." (Mackie, Williams, and Dunn, 1957) In this same study, teachers rated the ability "to recognize the individual differences of each mentally retarded pupil" as number one among one hundred describing teacher competencies. What does appear to be a relatively recent change in emphasis is the belief that teachers can be prepared to take on a more sophisticated role in the assessment process. As college and university programs become more successful in preparing students as clinical teachers, fewer ancillary personnel will be required.

Currently, methods and materials consultants play a vital role at the Educational Modulation Center in Olathe, Kansas. The primary role of a methods and materials consultant (M&M) ". . . is to administer diagnostic educational tests to children experiencing learning difficulties, and to prescribe and initiate appropriate educational methods and materials for correcting those difficulties." (Williams, 1969) Most M&Ms now assist the teacher of the regular class who happens to have a child with a learning problem. The success of the program may be measured in one respect, at least, by the number of such children who are then able to remain in the regular class. It is suggested by this writer that the procedures for preparing M&Ms may have significance for programs preparing special education teachers who expect to teach self-contained classes.

Resources Provided by the School System

The teacher may be the key to clinical teaching, but the success of his performance depends upon the backup resources provided by the school system. Such resources may include Special Education Instructional Materials Centers, Regional Media Centers for the Deaf, Education Modulation Centers, Regional Resource Centers, or perhaps someday the Special Education Diagnostic and Prescription Generating Center and Special Education Curriculum Development Center described by Dunn (1968).

The minimal services that need to be provided include the following: (1) an extensive collection of educational diagnostic instruments, (2) an adequate collection of instructional materials analyzed as to both characteristics required by the learner and related characteristics of the materials, (3) a suitable indexing system for both instruments and materials, and (4) a rapid retrieval system.

The most effective model developed to date that incorporates these features is the Educational Modulation Center (EMC) at Olathe, Kansas. (Van Etten and Adamson, 1969) This project, originally funded under Title III, is worthy of careful study and transplantation to other areas of the country. Members of the staff have developed procedures for analyzing instructional materials in a manner that permits the analysis to be applied to learner characteristics. The manual retrieval system is relatively simple to use and does not require the services of a computer, although the model would not preclude computerization.

The rapid growth of Associate SEIMCs, with over 200 now in existence, is evidence of a need within the field for collections of instructional materials for teachers of the special child. As these centers grow in

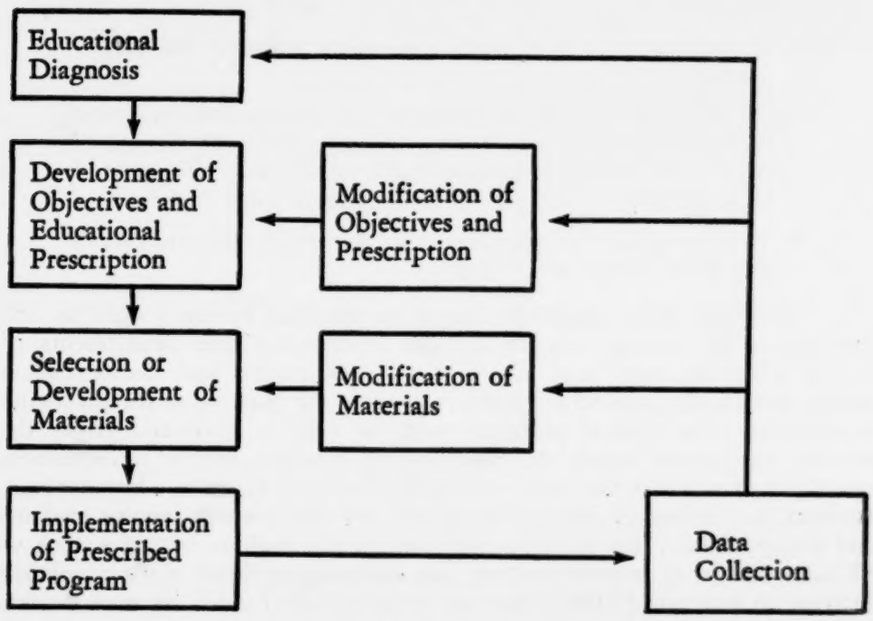
number it is hoped that they become more than mere libraries of materials, and it is recommended that they be merged with something resembling the EMCs. It is not difficult, in fact, to progressively phase an Associate SEIMC into a combination SEIMC-EMC and perhaps even into the more comprehensive centers described by Dunn and others.

Procedures for Assessment

It is erroneous, of course, to speak of assessment as only something synonymous with the administration of a test or measurement instrument. Assessment is broader than measurement and is not dependent upon psychodiagnostic instruments and standardized tests alone. Observation procedures, mini-lessons, and teacher-developed criterion-referenced measures provide data for the assessment process. It is in these latter areas where pre-service and in-service professional preparation programs ought to focus rather than in requiring the teacher to become proficient in the administration of individual intelligence tests and in gaining a fund of knowledge about validity and reliability scores on standardized tests.

Remembering that educational needs of children are the crucial issue (not disability labels), teachers must be able to assess where the child is on a hierarchy of instructional objectives and where he should be going. Such assessment may be as simple as determining that a child can discriminate between the long and short hands on a clock by having him point to the appropriate hand on command. More complex examples could be cited from the above area of social perceptual training or sound blending, or almost any area of the curriculum. The point is, the teacher must have the skills to assess the behavior of the child in relation to literally hundreds of tasks.

The phases of operation within a diagnostic or clinical teaching setting are outlined below. (Lance, 1969)



Preparing Teachers to Function as Pupil Assessors

Development of a clinical approach to the preparation of teachers requires that the teacher educator have the skills necessary to fulfill the role of a "clinical professor." The clinical professor seldom functions apart from the actual classroom situation where he has the opportunity to interact with children himself and to supervise directly the activities of his students. Thus, practicum experiences are an integral part of almost all courses within the teacher preparation program. Courses in curriculum and methods become more than lecture courses—they are, in fact, a combination of theory, method, and practice.

Haring and Fargo (1969) have stated several specific objectives for students preparing as teachers which relate to skills in assessment of handicapped pupils. These objectives are stated in a manner allowing for a measurable, observable response.

1. To establish procedures of observing, recording, and analyzing behaviors systematically.
2. To assess child performance in four areas: academic, verbal, social, and physical requirements of the classroom.
3. To acquire functional information from the assessment of the children's skills in order to select presently available instructional materials within each academic area, for the purpose of program planning for sequence and breadth of skill development.
4. To establish during assessment the child's preference for activities which might motivate academic performance.
5. To use assessment information to establish task initiation in the child.
6. To develop systematic procedures for maintaining task performance.
7. To establish efficient performance on instructional programs through systematic contingency management, with the use of continuous response data on the accuracy and efficiency of child performance to guide further instructional decisions.
8. To demonstrate the acquisition of these skills with individuals and with groups of children.

Obviously, such objectives cannot be achieved by many colleges and universities by relying only on campus resources. Some departments of special education may have access to resource centers and demonstration classes, but usually local school districts provide the population for practicum experiences. The clinical professor must be free to come and go in the selected classrooms within the participating districts, and it is incumbent upon him to maintain the right relationship between teachers, administrators, students, and university faculty. Hopefully, the districts will involve students and college faculty for training purposes in the backup resources such as SEIMCs, EMCs, or resource centers. An encouraging trend is the numerical increase in associate SEIMCs that are cooperatively funded by state depart-

ments of education, colleges, and local districts. The integration of staff members from these various funding agencies is a healthy development as service and training are blended into one operation.

For those teachers who have completed their college programs and have not acquired the skills of pupil assessment, an intensive program of in-service preparation is required. Hopefully, this training can occur on-the-job and the teacher can receive supervision and assistance within his own classroom. Meyen (1969) has described a statewide approach to in-service training developed by the University of Iowa and the Iowa State Department of Public Instruction. Consulting teachers are prepared at a central location and then spend extended periods in the field conducting ongoing in-service programs. This model appears to have relevance in assisting teachers to acquire pupil assessment skills. Once again, this training may rely on the backup services of associate SEIMCs, EMCs, and resource centers.

The preparation of teachers to assess pupils is a task best shared by those in the field and those who serve as teacher educators. It is the contention of this writer that neither can do the job alone, but like many tasks, a cooperative effort results in greater benefits to the special children whom we choose to serve.

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EDUCATIONAL SERVICES BASED ON LEARNING CHARACTERISTICS OF PUPILS

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A Short Fable

Many moons ago, in the days of our earliest beginning, some men noticed that one of their neighbors was "different." Having recognized this difference they had to label it. Once having been labeled, all sorts of strange things began to happen to him. People began to look at him strangely and whisper to each other when he passed. Some covered their faces and turned away. A few bold ones shouted the label at him when he went by. People moved away from him at the communal fire and left him alone. At the place where he chipped stone weapons, no one offered to help him any more. Finally, even his children were not taught by the elders any more, and his wife was forced to wash her clothes in a separate place. But all the wise men convinced him that his was really the best lot of all, because after all wasn't he unique and *the first.*

Of course, this is a fable and happened thousands of years ago—yet I wonder. In 1970 children are still labeled and categorized in the field of special education in a manner not really so dissimilar.

Categories

Categorization seems to have several benefits, according to its supporters:

1. It simplifies and makes a shorthand system for identification. We can say "mentally retarded" or "emotionally disturbed" and supposedly invoke a mental image to which we all can agree. Thus a stereotype emerges as a shorthand description.
2. Once having affixed the label, we can now prescribe the "cure" or "educational panacea." The label guarantees the remedy.

Traditionally it appears that the field of special education has been led down the daisy bordered path by the medical model. The formulation is simple—

> "Tell me the symptoms, then I can give the diagnostic label and write the prescription."

For many years the tail of the medical model has wagged the special education dog. In addition, the medical model has an aura of clinical finality and antiseptic cleanliness about it. The special educator basked in the reflected warmth from the medical profession. If we had any prestige, it was from this reflected glory, and we eschewed anything tainted with too much "education."

It was doubly difficult to find other models because we weren't too sophisticated in our own learning about learning, and our research was of a doubtful quality. Very few educators were really knowledgeable about how children learned. The information was unclear, unreliable, and scanty. So

we felt comfortable with the medical model—at least *they* knew what they were doing. Also it was comfortable to assume that the label *was* the child. We talked a great deal about individual differences and proceeded to build an entire special education system on the homogeneous grouping of exceptional children. This approach was naively simplistic as we now know. Since the categories were really unrelated to education, they should have made little sense to educators.

The problem of "hardening of the categories" has been recognized by at least a few of the pioneers. A quick resumé of the past ten years of the journal, *Exceptional Children*, indicates a number of articles pointing out the problem. Francis Lord (1956), in a 1956 presidential address, made the following statements:

> Special Education is bigger than mere classification; bigger than labels, categories, and teachers' credentials.
>
> The individual child and his constellation of particular needs is our focus of primary attention.

Jordan (1961) wrote an interesting article regarding taxonomy in which he emphasized analysis in terms of a child's functioning. He made the point that we do not cope with a "medical" entity but its behavioral consequences.

Several authors, including Kaya (1961), presented special education curricular sequences based on psychological processes rather than categories. Kaya attempted to relate Piaget's formulations to special education.

The New Jersey Commission on the Education of the Handicapped (1964) stated:

> Education needs so identified should be met without any delimitation based upon arbitrary categorization or presumed causation of the manifest educational disability. School laws and regulations which arbitrarily discriminate between children on the basis of a medical classification rather than educational need should be revised or combined and the best feature of each made accessible to all. (p. 8)

Mann and Phillips (1967) discussed fractional practices in special education. They stated:

> It has become increasingly clear that classification of handicapped children according to diagnosis provides insufficient and inadequate guidelines for educational and remedial practices. (p. 302)

Interestingly enough, in the same issue of the magazine, Willenberg (1967) espouses and defends the concept of categorical aid for special education particularly at the federal level. Undoubtedly the categorical aid concept has done a great deal to fixate in the minds of the public and educators the idea that exceptional children come neatly boxed and labeled—with a price tag attached. The problem has been compounded by state and federal legislation, almost all of which is based on categories, and millions of dollars are appropriated and earmarked specifically for the mentally retarded, or the deaf, or the blind. Each special interest categorical group

exerts great pressure to get its specific appropriation increased. In a way, it appears we have a tiger by the tail. In order to sell a concept to legislators with a minimum of confusion, we use the labels with all their emotional components attached. However, having succeeded only too well, we are not sure that spending the funds in a categorical way is the best educational practice. Here we stand looking at the doors—shall it be the lady or the tiger? Can we at this point really reverse or even change the trajectory of the missile we have launched called "categories"?

Some attempts have been made to change the approach by shifting the emphasis from the learner to the teacher. Schwartz (1967), in an article on the new approach, discusses the preparation of a clinician educator who will be capable of providing diagnosis and remediation of the variety of learning difficulties presented by exceptional children. It will be of some interest as to whether or not the clinician educator will continue to diagnose in terms of the same old categories, although the implication is that the remediation will be specific for the learner and not categorical.

It is clear that, once the categorical concept got semideified, a whole host of minor gods sprang into being. Total classroom structure, both physical and curricular, was built around categories. Whole schools were labeled as orthogenic, orthopedically handicapped, mentally retarded, and so on. School systems talked and acted in terms of categorical concepts. The whole self-fulfilling prophecy was acted out. Communities prided themselves on the fact that they had schools for each category and fallaciously assumed that, having named the category and built the school, proper education for that kind of child was assured. In addition, educators at all levels labored with great diligence to insure certification based on categorical levels. Each new exceptionality that sprang into life needed teachers trained in that specialty and one way to protect its specificity and its teacher's uniqueness was to write tight requirements for certification. All this further imprinted in teacher trainee's and naive educator's minds the categorical concept of special education.

Research effort also followed along the categorical lines—tons of paper and print ebbed and flowed across America proving facts on the ebb and disproving them on the flow. No category was left unscathed either diagnostically or in curricular terms. It appears that most of the researchers accepted the concept of categories as an established fact, and so the research could go on unconcerned that perhaps its major premise was shaky. However, one author, Mueller (1968) pointed out that finally the truth was leaking out, and research was finally cutting across disability areas. He stated:

> It indicates that researchers interested in educational programming for the handicapped are finding that the classification systems derived from other disciplines are of limited use.

Finally Dunn (1968) in his famous, or infamous, article which he probably mailed from shipboard as he left the country, methodically fed into the grinder most of the cherished beliefs about special education methodology, particularly in reference to mildly mentally retarded. He made a vigorous protest against the labeling of children as mentally retarded and thus a vigorous protest, it would appear, against categories in general. He

pointed out the devastating effects of categorizing children based on studies of teacher's expectancies. (Rosenthal and Jacobson, 1966) The effect made its mark on both the teacher and on the children. He suggested a blueprint for change rooted in a concept similar to the one previously discussed by Schwartz (1967), namely, a clinical educator to do the diagnosis and clinical teaching while keeping these children in the mainstream of education.

Further he recommended prescriptive teaching. Peter (1965) applied his own principles of prescriptive teaching to the education of certain types of exceptional children. Dunn stated at one point:

> If one accepts these procedures for special education, the need for disability labels is reduced. In their stead we may need to substitute labels which describe the educational intervention needed. We would thus talk of pupils who need special instruction in language or cognitive development, in sensory training, in personality development, in vocational training, and other areas. (p. 15)

Quay (1968) put it very well when he stated:

> What is needed to produce a truly effective special education is the development of a conceptual framework which permits the assessment of exceptional children on educationally relevant variables, their grouping according to similarities of dysfunction on these variables, and the development of a classroom teaching technology aimed at the correction of these deficiencies. (p. 26)

At this point it seems well documented that the categorical approach is rooted more in antiquity and expediency than in reason and professional competency. It would appear that the task to get on with is the development, analysis, and testing of other kinds of variables relevant to exceptional children.

Certainly learning theory helps provide a possible framework. In spite of all the differences that exist among exceptional children, one of the major commonalities seems to be rooted in learning characteristics. Items such as long and short term retention, attention, perseveration, and learning set have applicability to all children regardless of handicap. Smith (1968) took a swing at the problem of applying learning theory to some exceptional children. At one point he discussed Hebb's learning theory and its implications for the mentally retarded. Again we note the use of a category entitled "mentally retarded," but at least he was trying to find a more universal framework for teaching the exceptional child.

It would appear that simply bringing children together in a classroom under the label of "emotionally disturbed" or other similar category provides no guarantee of any homogeneity. In fact it is possible that, on some characteristics, a retarded child can be more like a deaf child than he is like another retarded child. It would behoove us in this case to group children based more on this characteristic than on the medical classification.

Unfortunately for a number of years we in special education have been the victims of a grouping "back lash." Diverse children were put together in opportunity rooms not because of any consistent educational philosophy

but because they needed to be separated from "normal" children. Any child who failed to fit the normal classroom pattern became a likely candidate to be sentenced to the opportunity room. Thus the room became a dumping ground for any and all deviant children that no one wanted.

Educators, parents, and children were repulsed by this comingling to such an extent that we threw out the entire concept of mixed groups. In so doing we may have thrown out the baby with the bath water. It would behoove us to rethink the common characteristics of a psychological and educational nature linking all exceptional children. Gordon (1968) has given us some clues as to possible linkages when he discusses the nature, quality and functional patterning of:

1. Basic cognitive processes (sensation, perception, cognition, etc.);
2. Affective mechanisms (attitude, aspiration, motivation); and
3. Achievement systems (skills, mastery, content mastery, etc.).

It is not my intention to imply that simply bringing together diverse exceptional children in a group will be beneficial. It may be true that the approach taken by some states of merging several previously distinct categories into a unit called "educationally handicapped" has merit. This approach may force us to develop educational methods which cut across categorical lines. It remains to be seen whether the name change indicates a significant change in our behavior or merely a form of tokenism.

Recently the concepts of reinforcement and behavior modification based on a learning theory dimension are causing a new look at teaching all children, including the exceptional. The research seems to be indicating that the response mechanisms of many different kinds of exceptional children have a tremendous similarity. We are thus building a body of useful instructional techniques based on learning theory rather than on a category of exceptionality. People like Haring (1962), Bijou, and Hewitt are leading the way.

Two other possible areas need mention along these lines. The current interest in the area of behavioral objectives is closely tied in with behavior modification. Here we are forced to examine closely the kinds of precise behaviors we expect children to have and not simply say "socialization" or some other vague term. This certainly means that the objectives, assuming they are educationally acceptable and relevant, are applicable to all children, regardless of categorization. Certainly modifications in any system will have to be made based on individual differences.

The other area is allied and needs exploration. I refer here to the "systems" approach which is being borrowed from business and government. Lazar (1969) has a provocative article entitled "Creative Teaching and the Systems Approach." This method stresses objectives with less demand to stay within categories.

Kirk and McCarthy (1961), by approaching the child through the diagnostic process, have indicated possibilities to ignore categories and to design remediation built on learning characteristics. Undoubtedly this concept will be refined even further in the next ten years. We can envision possibilities of profile patterns for an exceptional child without any label attached.

Colleges and Universities

Since for many years the thrust has been along categorical lines, the universities and colleges have followed the traditional pattern. In almost any major university the sequence of courses are built along categorical lines. The general pattern is a survey course in special education followed by a general course in mental retardation, followed by the psychology of mental retardation, followed by a methods course in mental retardation, followed by a number of specific methods courses in arts and crafts for the mentally retarded, music for the mentally retarded, etc., ad infinitum. After 30 to 160 credit hours of categorical training, we produce a teacher who is superbly equipped to teach a category, but not real children. Again I would merely call your attention to the interlocking effect of state certification laws in relation to teacher training programs—a hair shirt to be sure.

This clear cut discreteness lasts until the teacher hits her first classroom mislabeled "educable mentally retarded" or "emotionally disturbed." Immediately she discovers that her children are not pure anything but if possible a multiplicity of things. The techniques she has been carefully taught to apply fit only a part of the group and only a part of each child. She finds great gaps in her knowledge relative to child growth and development, psychology, learning theory, sociology, biology, etc. But perhaps what is even more horrifying is that she has been taught in many cases to try to keep the discreteness intact. She tries frantically to make her categorical training elastic enough to fit the pupils. Occasionally a special education student has the temerity to ask to cut across interdisciplinary lines and take a course in say—sociology. Usually this request is refused because "You have to concentrate on the mentally retarded." All this does is reinforce her concept that all children can be categorized.

It appears that a vicious circle has been established. We teach categories of children and need teachers to teach these categories so the university trains teachers for these categories who need positions teaching these categories. At some point intervention is necessary. The public schools obviously need to rethink the kinds of exceptional children it is teaching and what kinds of training its personnel need. The universities need, in conjunction with the public schools, to analyze their offerings in terms of children to be taught. It should be clear that any attempt to train teachers to teach categories is missing the essential point of how children learn. Our feedback system from public school to university and back again moves like a glacier. It is in serious need of repair, renovation, and alteration.

A major task the universities should attack immediately is to translate the theoretical research on learning theory into language teachers can understand. The theory and research needs to be translated, with teacher's help, into curricular and teaching practices. It does little good to write learned articles in the *Journal of Mental Deficiency* stating at some point that "behavior modification has great promise for the classroom teacher." What the public school teacher wants to know is: "How does it work in the classroom next Monday morning with the pupils?"

One great need is for the public school administrator to get better training in a noncategorical approach to special education. They may have

been contaminated by the concept "special education." Perhaps we need to get them to take the same posture regarding learning of exceptional children as they do regular children. But even more important is that they need sophistication in diagnosis and writing prescriptive education. It is abundantly clear that they need greatly expanded training in the learning processes.

It seems clear that what the special education teacher needs is a thorough foundation in all the disciplines leading to competency in diagnosing children and applying relevant learning concepts to helping them reduce their deficits and strengthen their assets. This is rooted in a knowledge of psychology, sociology, and education out of which comes an ability to really apply learning principles to each child. However, until the teacher sees that the principles cut across all disability lines she is doomed to stay locked in the categorical box. The challenge for the universities is to see the foolishness of continuing training along categorical lines and develop programs of such an interdisciplinary nature as have been described.

The challenge for the public school systems is to stop using the categories as an easy method of sorting children. Instead we need to refine our process of analyzing the strengths and deficits so as to build a curricular program based on them rather than a program for mentally retarded or emotionally disturbed, etc. If public schools insist on teachers trained in terms of how children learn and how to teach them, based on these concepts, the universities will undoubtedly respond.

The research seems to indicate that the categorical groupings per se have little to recommend them. Dunn (1968) pointed out many of the inadequacies in our present categorical system and suggests some remedies. Certainly the changes involving individualization of instruction, team teaching, and the new media will aid in viewing children less categorically. The challenge for public school personnel is to see how to implement the use of the techniques with exceptional children most effectively. The further challenge for universities is to train teachers in the use of those media in a meaningful way with all exceptional children. Learning theory should aid us in finding the best way to use all the methods and materials with exceptional children.

Some problems to grapple with seem to me to be:

1. How can we eradicate the categorical concept from both public school and university thinking?
2. How can universities overcome red tape and professional rivalry to train teachers in an interdisciplinary framework?
3. How can we retrain our thinking into creative ways regarding special education?
4. Is it possible to train individuals to react in innovative ways using a relatively traditional institution?
5. And perhaps the greatest challenge of all! How do we put aside our provincialisms, our empires, our petty ego defenses in both the public schools and the universities to interact meaningfully to build educational methodology based on the *learner's* characteristics?

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IN-SERVICE AND PRE-SERVICE PROGRAMS OF PROFESSIONAL PREPARATION

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In planning this conference certain assumptions were made. Our primary assumption was that "No one is ever fully prepared for the task of educating exceptional pupils." Therefore, we must be concerned with the content of pre-service programs as well as with programs of continuing education for teachers of exceptional children.

From this assumption several questions were formulated to serve as focal points for discussion: (1) What constitutes an adequate entry level of preparation for teachers of exceptional children exclusive of credential requirements? (2) What should be included in the school's continuing program of professional preparation for teachers of exceptional children? What are some of the fundamental considerations? (3) In what way can colleges, universities, and school systems interrelate to each other in both pre-service as well as in-service preparation programs?

Pre-Service Preparation Defined

For purposes of definition I consider pre-service preparation that which takes place prior to taking on an assignment in a school- or agency-setting for pay and providing direct services to children. It follows then that in-service preparation is that which takes place while providing direct service to children as an employee of a school district or other agency empowered to provide such services.

As one considers the broad spectrum of possible avenues of employment in the community, plus the fact that the range of need differs widely in urban and sparsely populated areas, the pre-service preparation becomes more complex. Add to these considerations the impact of growth of new programs, normal turnover of personnel, shifts in support of programs by state funding, and a long list of other pressures we are experiencing. One begins to see that pre-service preparation is not simple to design or provide.

As we examine efforts to upgrade personnel in the schools and agencies in the community, we see such activities as institutes, workshops, study groups, and short specific courses sponsored by the districts and agencies. We call such activities inservice preparation. We also see efforts by individual professionals to prepare themselves more specifically for new assignments, for higher degrees, for additional credentials, or other felt needs. But we see little cooperative input here. The district may involve college personnel to provide services, the student may be encouraged by financial assistance to continue his studies, and the district may have a well-organized program of in-service preparation involving staff employed for this purpose as well as involving state department consultants. But there is little evidence of a continuum in planned programming to bridge the pre-service to in-service experience.

In very simple terms, pre-service preparation provides a basic understanding of learning theory and training in the ability to provide opportunities for learning, where in-service training provides adaptation to the

specific demands of an assignment. Responsibility for both kinds of preparation is the concern of college, state department, school district, and agency personnel.

This conference is directed to meeting those needs. I may make statements that are overgeneralized to your particular interest. As we discuss the topics in more detail I urge you to be specific about your particular concerns. We need your input to make these deliberations relevant to today's world.

Program Changes Demanded

We face a fundamental decision regarding the programs we now offer children. Both the popular press and our professional literature reflect criticism and make proposals for better meeting the needs of children with special problems. The traditional "categories" versus the "psychoeducational models" are the most frequently mentioned alternatives. Total reorganization of education with less stress on labeling is a major ingredient.

Despite the lack of conclusive evidence for support of any plan, we face the dilemma of trying to serve children while being served with demands for a new type of preparation and organization. Let us consider what the community is beginning to reflect. We see law suits aimed at preventing placement of children in groups through the use of inaccurate and inappropriate measuring devices, couched in language foreign to their milieu. We see cutbacks in financial support from legislatures. We hear proposals to revamp professional preparation and certification of teachers. We observe the defeat of bond issues when we desperately need community support for increased services. We see campus rebellions by students who are not all radicals.

Pervading the consideration of professional preparation is the credential as a mechanism for supplying personnel. We can discuss it in terms of being a "strait jacket of restraint" or a "laundry list of experiences" by which one becomes eligible for employment. Hopefully the experiences provided in completing requirements prepare one to be an effective teacher. There are differing opinions, however.

Present attempts to modify certification of professional personnel in the field of education in California are known to some of you. The completion of nine units of professional education and one semester of student teaching—with various alternatives to even these moderate requirements—is not the answer to better preparation of professional personnel. The content basic to any effective program is still being ignored. We hope to learn from our discussions what you feel this content should include.

College Professor's Perspective

In the role of the college professor, I would propose that pre-service education be concerned with helping the student attain a basic understanding of learning theory and with sufficient experience and training to provide opportunities for learning. Hopefully, he would have gained a good basic subject matter background; awareness of the human needs of individuals; skill in effective motivation for learning; and an understanding of his responsibilities to children, the school district, and society in general. In today's world changing value systems make it impossible to push for a

specific set of values to the exclusion of all others. If we can assist the person preparing to teach to deal with the basic needs for recognition and accomplishment for all people, including themselves, we might be on the right track. The professional needs to realize that further study is not only available, but a part of one's life in today's world. When he leaves pre-service preparation and enters the reality of the classroom in a specific school district, a new facet of his own education begins.

At this point the particular orientation of the school district administration and its philosophy of special education presents guidelines and perhaps limitations. (Jim Gallagher's *Miss Bravado* comes to mind.) The teacher often finds himself in a quandary. What might have been presented to him as desirable, even ideal, in the pre-service setting doesn't exist in the in-service setting, or, at least, is hard to recognize. It could well be that we did not prepare teachers appropriately at the pre-service level. In the next few days we hope to learn what we should be doing to remedy this each. You as "consumers" of our service have the opportunity to help.

In addition to building in a mechanism for "open-mindedness" for the student, we must do likewise for ourselves. Though college professors have been criticized for living in ivory towers and being unaware of the realities on the classroom firing line, in view of the recent disturbances, dissatisfaction and demands on college campuses this criticism is of doubtful validity. Hopefully, there are less traumatic ways than conflict and confrontation to keep abreast of the needs of the community.

Considering the college finished with its responsibility when the student completes a degree or credential is a myopic posture. We also begin to learn when we reach out into the community where the action takes place. I am aware of the value of the observations of school and agency programs and of student teaching and internships we supervise, but these contacts represent only a portion of the input. There is need for a carry-over from the pre-service to in-service preparation that now does not exist to any large extent.

Feed-back Essential

I propose a system which involves the college faculty in continuing supervision of the first-year teacher in cooperation with the school district. This plan not only gives the student a chance to examine with the faculty any divergence in practice mentioned earlier, but can serve as an educating agent for all concerned. Geographical limitations may not permit complete application of this plan, but at least those placed within the service area of the college can play a part in the feed-back process. The process we are initiating here today can become a continuing one. The entry level of preparation for professional personnel can be described and altered as needs change.

I see as a basic and fundamental consideration for in-service preparation the ability to adapt personnel to specific demands of an assignment and, incidentally, to keep abreast of college developments. Joint supervision of teachers in their first year of service could provide this focus. We at the colleges could learn exactly what you want in the way of preparation for your teacher of a specific group of children with specific needs. Differentiated preparation is needed for a teacher of children with learning disabilities

in a large city system and for a circuit-riding teacher in a sparsely settled area, serving many programs.

Consideration of the changing focus for special education, with prescriptive teaching, better diagnostic skills for the classroom teacher, more and better prepared ancillary personnel, and other shifts in emphasis will all receive attention this week. They, too, become part of the ingredients in pre-service and in-service preparation.

Finally I would like to see the colleges and universities enter into evaluation and research of learning models. I know this is traditionally considered part of the college responsibility, but one must be free to do it. Credential and personnel demands must be met first because of the immediacy of the problem. Yet growth and change will only take place positively if knowledge is gained about the effectiveness of programs.

UTILIZING ANCILLARY, PREPROFESSIONALS, AND VOLUNTEER PERSONNEL

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In presenting this topic it is planned to (1) review the current status of paraprofessionals in general education, (2) provide examples of three types of programs in Special Education which utilize paraprofessionals, and (3) list problems requiring discussion as consideration is given to "Changing Patterns of Professional Preparation and Services in Special Education."

Paraprofessionals in Regular Education

Perhaps the nearest thing to a picture of the national teacher aide scene is an Educational Research Service report, "Teacher Aides in Large School Systems," released in April, 1967. This was a survey of 229 systems of 12,000 to over 100,000 in enrollment.

The great majority of aide programs have been developed since 1960 and most were started with funds available through the Elementary and Secondary Education Act. More than 25 per cent of the systems, however, reported all local funding. The 217 out of 229 systems which used aides during 1965-66 reported a total of 44,351, two thirds of them paid, the remainder volunteers. Seven systems said they would start aide programs in 1966-67, five had used aides in the past but were not using them at the time of the questionnaire.

Out of a wide variety of hourly, weekly, and monthly pay patterns, the report concluded that $2 an hour was a typical aide wage. There was evidence that most districts have had no recruitment problems, that the pool of competent people who want to work for schools in aide roles is large, including a surprising number with baccalaureate and higher college degrees.

The greatest number of aides worked at the elementary level. Education requirements varied, by districts and by kinds of jobs, all the way from none to some college brackground for certain positions. About two-thirds of the systems require a high school education for paid aides.

It would appear from this survey of 217 systems that the selection and training of teaching aides is as yet "unstructured," that the local districts and the employing schools themselves have a good deal of autonomy. Principals were involved in selection of paid aides in 181 systems, and teachers helped with the screening of applicants in a significant number.

In 177 systems, approximately 82 per cent, the training of aides after employment was the responsibility of the teacher or a group of teachers with whom the aide was to work. Other training programs included pre-school institutes and in-service workshops. More than one hundred of the 217 systems had developed written materials as guides for aides. Several mentioned junior college courses, some of them in institutions connected with the local systems. Only 16 reported no formal training for aides, and many used more than one of the methods listed above. (Above information is from a summary prepared by Mrs. Wilma Morrison for the Oregon Educational Policies Commission, 1968.)

Levels of Non-professional Help Identified

Generally, three or four levels of non-professional help have been identified.

1. *Assistant Teacher*—One who works directly with children in a tutorial capacity, usually with reading instruction.
2. *Instructional Aide*—One who *directs many activities* which involve working with children directly.
3. *Supervisional Aide*—One who supervises large groups of children in such areas as cafeterias, libraries, or playgrounds.
4. *Clerical Aide*—One who would not work with children directly but would do clerical work and preparation of materials as designated by the teacher.

The rationale for use of paraprofessionals includes a variety of reasons dependent upon the local district's circumstances.

In disadvantaged areas, it is sometimes argued that having poor people working in their own neighborhood schools both provides jobs for unemployed people and provides a bridge between middle-class teachers and their lower-class students. In other school districts, the goal is improvement of educational opportunity through allowing more individualization of instruction. The expanding need and demand for a wider variety of school services by a district has increased the variety of job descriptions within a school. In some districts new instructional patterns with differentiated roles for teachers have made teaching more complex and demanding and, therefore, a task needing supportive assistance.

Shortages of trained professionals have encouraged study of methods of maximum utilization of the available professionals. The availability of federal funds to experiment in use of paraprofessionals has also prompted new efforts.

Wilmington Develops Rating Forms

The Wilmington, Delaware Public Schools described their aide program in the February, 1969, *Instructor.* Their aide-rating form and aide self-evaluation form are reproduced in the appendix to indicate some of the types of duties and concerns they found to be relevant.

A Volunteer Utilization Program with Preschool Trainable Mentally Retarded

In Corvallis, Oregon, the local school district is operating three classes for trainable retarded children in one of their elementary schools with some help from federal funds. All classes use volunteer workers. The methods by which the preschool class volunteers are utilized will be described here to illustrate one possible procedure in a Special Education class.

Mrs. Phyllis Fontana and her paid aide, Mrs. Susan DeFoe, work with approximately 20 different volunteer aides each week and produce a consistent, individualized program with the volunteers responsible for specific teaching duties. The two chief ingredients in this successful formula, aside from the personal competencies of Mrs. Fontana and Mrs. DeFoe, are

(1) the educational prescriptions written out for each child in specific measurable steps and (2) the availability of a large number of volunteers from which to make a selection of regular staff and substitutes.

Mrs. Fontana accepts the responsibility of determining the developmental level of a child in each activity selected for emphasis. She then writes a prescription for instruction that can be followed by a volunteer or by a parent at home. This prescription will include a procedure for charting successes and failures over a timed instructional period. This allows the five volunteers who work with the child each week to observe easily the child's pattern of progress and to proceed with careful consistency in instructional methods. Each child works with the same five volunteers each week which allows for the growth of warm relationships and for deeper interest in the progressive development of a volunteer's "children." A volunteer works with only two specific children. The volunteers keep progress charts of each of the two children's learning activities and prepare the folders in which the children's charts go home for the parents' *continued efforts* in the *same instructional manner,* as at school.

A complete roster of volunteers, their assignment days, and available substitutes is printed, permitting each volunteer to be responsible for her own substitute if she is going to be absent.

The large number of persons interested in working in this type of program, four hours a week, allows for stringent requirements on attendance and performance of those who are selected. Since consistency in structure and procedure is difficult under any circumstances it is most necessary for the volunteers to be regular in attendance and have personalities capable of following specific detailed directions, with their personal reward being professional in nature—a child's growth in specific task skills.

The use of volunteers in a Special Education class such as the one described here obviously calls for added dimensions of professional capability of the teacher beyond those skills required to work with individual children or groups of children. She must be able to select, train and direct through example and specific prescription a team of workers with a variety of experiential background and formal training.

With this teacher and her particular group of volunteers, the concept of a "team leader" is working. Is it a possible model for other areas of Special Education?

Please refer to the Appendix to this report for the reproductions of the Information Forms for Volunteers and for Visitors which have been useful in development of understanding of the program.

A Volunteer Parent-Tutoring Program in Reading

In the public schools of Portland, Oregon, a levy failure three years ago required a severe decrease in the number of remedial specialists available to assist children who were having learning problems in reading. Richard A. McMenemy, supervisor of the Remedial Reading program in Portland now terms the situation "much more serendipitous than it appeared at the time." He stresses two reasons in his following description of the program.

> First, we needed more tutoring help than we now could provide and, second, we obviously needed a program that would get the patrons involved with the school; a program that would

make them part and parcel of the school, getting them to see some of the problems we are all too familiar with. Somehow we remembered the old saying, "If you want to acquire a friend, let him help you with a problem." Any district that loses a levy *needs* friends.

Once the idea was formulated, things moved very rapidly. First, acknowledgement must go to the principals; they were the eventually led to over 350 parents volunteering their services. First, acknowledgement must to to the principals; they were the sparkplugs of the whole effort. They were the ones who got their PTA boards interested, and I'm convinced that one could move the world if enough PTA boards took up the task! The media—radio, both regular newspapers and the neighborhood throw-aways—gave us good coverage. Television stations were happy to cover our first tutor-training sessions. The word really got around.

Next, the ground rules were formulated:

1. We asked that volunteers contribute two hours per week, preferably three forty-minute periods on different days of the week.
2. All tutoring would be on a one-to-one basis.
3. We said training was necessary. This consisted of two two-hour sessions plus one monthly meeting after tutoring was under way.
4. Any and all adults were welcome—parents, grandparents, non-parents.
5. In the event the volunteer happened to have a youngster with a reading problem, none would tutor his own child.
6. If there happened to be a reading problem in the family, here was a chance to become knowledgeable.
7. Volunteers would be furnished with all supplies and materials and they could, nearly always, have the age/grade youngster they preferred to work with within the limits of the third through eighth grade span.

The keystone of the program was the training sessions. Here the tutor was given the philosophy of a remedial program, some basic and very simple phonic lessons, some words about a basic sight vocabulary, and, finally, a presentation of the materials he would be using. In each of the sessions a regular pattern evolved that generally followed this outline:

1. A general discussion was held which sought to briefly answer the questions: "Just what is a remedial case?"; "How did he get that way?"; "Are there different *kinds* of remedial cases?"; "Can they be helped?"
2. By way of providing a volunteer with a philosophy upon which to base his teaching, each tutor was given

a copy of Edward Dolch's 1953 article in *Elementary English*. The article, entitled "Success in Remedial Reading," is somewhat of a classic. It details in everyday language a system of three success steps that will insure success with almost any extreme learning problem. Briefly stated, it points out the fact that every remedial case is a case of failure, thus the first step is to remove his fear, his frustrations, and his insecurity. The next step involves discovering the pupil's "area of confidence." According to Dolch this is done with very straight-forward informal testing that can be done by anyone with very limited instruction. The third step consists of advancing from the area of confidence by a continual series of success steps.

3. Some basic phonic indoctrination was presented. Using the Barbe list of Basic Reading Skills. The most basic of these skills was explained and illustrated. Rules were not emphasized and the importance of helping youngsters develop good auditory perception was stressed.
4. The Dolch Basic Sight Vocabulary, divided by levels of difficulty, was explained. The emphasis was greater on the previously mentioned word attack skills, but the need for some sight recognition of utility words was pointed out.
5. Finally, the materials were presented, and each group was given a chance to examine and hear a presentation of the following:
   a. Dolch Sight Vocabulary Cards
   b. One pack of the Go Fish Initial Consonant game
   c. One pack of the Go Fish Initial Blends game
   d. One copy of Kottmeyer's *Conquests in Reading*, Pupil book
   e. One copy of Kottmeyer's *Conquests in Reading*, Teacher's manual
   f. Some "homemade" diagnostic and prescriptive reading exercises developed by the writer
   g. Many, many of the better known high-interest, low-ability books found in most remedial rooms. Some of these were the popular series:

      Morgan Bay Mystery Series
      Deep Sea Adventure Series
      Jim Forest Series
      Dan Frontier Series
      Sailor Jack Series
      Checkered Flag Series
      Dolch Basic Vocabulary Series

These were supplemented by a great many of the Dr. Seuss books, the Bennett Cerf Riddle books, books of plays,

such as *The Straw Ox*, and many other "old standbys" so effective with disabled readers.

This, then, was the major portion of the "training" given the tutors. The sessions wound up with a two-page *Tips for Tutors* which reviewed many of the items that had been previously stressed. In addition to the summing up done in this two-page handout, there were tips for the first session and suggestions for varying the pace in all sessions. The tip sheet ended with the inspiring quote from President John F. Kennedy, "One man can make a difference and every man should try."

There are pitfalls inherent in programs such as ours. First, *tutors need support!* You cannot get them started and forget them. They need to feel needed and wanted. Some tutors reported that they became like "fixtures," and no one seemed to care whether they came or not. This can be avoided if the teachers and the principal will occasionally inquire about progress. This is also a reason for establishing the monthly meeting with a reading consultant or a remedial teacher. It affords the tutors a chance to ask questions and, just as important, to learn that others are having the same problems they are. We also instigated a certificate which we presented to each tutor at the end of the school year.

A second problem for us was space. We used the school library, special education rooms when they were available, home economics or shop rooms when possible, even a corridor sometimes served. The point is that we tried to give them a place where they could work with peace and quiet. Sometimes the facilities were less than the best but because the tutors were made to feel they were making an important contribution, they accepted such minor problems in good grace.

Finally, what were the results? Objectively, we can't say. No initial or final testing was done, but, subjectively, we have a great deal of proof of progress. First, teachers report improved reading by the tutees and an improved attitude toward school. Tutors also see changes in children taking place. A brief anecdote will illustrate an interesting change of attitude on the part of a youngster that is not atypical. At the start of the tutoring sessions a boy, somewhat skeptically, said to his tutor, "How much are you getting paid for this?" The tutor explained she was unpaid and was there merely to help him. The boy plainly showed by his look that he was doubtful of all this altruism. After a few weeks of tri-weekly sessions, the tutor told her pupil that they wouldn't meet at their appointed time the next day because she needed to keep a doctor's appointment. The youngster then asked in a somewhat grieved tone, "Couldn't you have made your appointment for a day when we didn't have a lesson?"

One could go on at considerable length about other indica-

cations of change and progress. One of the most interesting is the change in parent-tutor attitude toward school and the task of teaching. In the year-end meeting with the tutors, many, if not most, express a new awareness and understanding of the problems of the classroom teacher. A common statement is, "How do youngsters forget so fast? Many times I thought I had taught something rather well only to find out my pupil had completely forgotten it! We needed to go over and over some of the material."

Another common comment was, "I wish I'd had this training and experience when my own youngster had trouble with reading. I just didn't understand it then." Still another often heard remark, "I'm bushed after three periods a week with one child. How does the classroom teacher cope with 25 or 30 all day long?" These and other remarks serve to illustrate the point that, not only do children profit from the program, but patrons make important, different kinds of gains—gains toward an appreciation of the job done by the school. Several parents have even expressed mild surprise that everyone in the school seemed to be working all the time. Somehow they had a notion that a great deal of "play" went on there. Some teachers, it might be added, grew a little too. Many commented, with some surprise, that "These parents really do make a difference, and they had the perseverance to stay with their job, too!"

> Parents and adult tutors haven't solved all our problems but no one expected them to. They have, however, been a valuable ancillary service in our day to day struggle to keep ahead of the reading problems. (From a presentation of Mr. Richard McMenemy to the International Reading Association, Seattle, 1969.)

The Foster Grandparent Program

The Foster Grandparent Program recruits, trains, and employs persons over age 60, with low incomes, to serve neglected and deprived children who lack close personal relationships with adults.

Foster Grandparents may serve:

a. Neglected infants and very young children living in institutions.
b. Normal older children, 6-16, in institutions.
c. Mentally retarded or emotionally disturbed children in institutions.
d. Children not in institutions, but in clinics, special classes, sheltered workshops, or other settings.

This is an Older Worker program within the Community Action Program of the Office of Economic Opportunity. OEO has contracted with the Administration on Aging of the U.S. Department of Health, Education, and Welfare to stimulate, supervise, and evaluate Foster Grandparent projects.

The Foster Grandparent program provides new roles and functions for older Americans, creates new employment opportunities, stimulates inno-

vations in the field of child care and institutional administration, demonstrates a major new resource of responsible workers for communities and social agencies, leads to new patterns of cooperation among agencies and professions, and gives children meaningful lives with tender love and care.

The Older People

Several million men and women, aged 60 and over, need additional income from employment to maintain a minimum standard of living. Some of them have always known financial deprivation; others have greatly reduced incomes because of retirement. A large number of these persons make good grandparents. They have a generous supply of love and understanding which grows from their years of experience. They love children. These men and women can contribute significantly to children who are starved for emotional warmth. As such they represent a largely untapped resource in their communities.

Employment as Foster Grandparents provides needed income and gives new meaning to older persons who frequently welcome the opportunity to demonstrate that they are still useful by fulfilling a need that may otherwise go unmet.

The Children

Throughout America, thousands of children are living in hospital wards, receiving homes, public welfare shelter facilities, maternity homes for unwed mothers, orphanages, and other places. They include unwanted, neglected, and abused infants, toddlers, and very young children who are confined in institutions and homes because there is no other place for them to go. Numbers of retarded and emotionally disturbed children under age 16 are also included.

The great majority of institutions lack funds or staff to provide more than physical and custodial care for these children. One child-care worker may be responsible for feeding as many as 20 babies and therefore have no time to hold or fondle them. In other institutions, expecially those for retarded children, one house-parent may have to care for 30 to 40 children in an eight-hour day. Many of these children have already been passed from one foster home to another and consequently do not know what adults expect of them. Some have never had an adult friend or a single visitor. Others have known only custodial care all of their lives.

Some of these children will eventually be returned to their homes and others will be placed in foster homes, but the waiting period is often prolonged, especially for children from minority groups. This period of isolation from affection can have a disastrous effect on infants and young children.

A child in his own home usually sees, plays, or visits with his parents for about four hours a day. An institutionalized child, on the other hand, has fewer than two hours' adult attention per day, and most of this is impersonal or routine.

Institutionalized children of all ages progresses more rapidly if they receive a portion of the love and attention that a child normally receives in his own home. For the emotionally disturbed and retarded, such care is especially necessary.

The Foster Grandparent is employed to give personal attention to individual children—to become a continuing and familiar friend. The Foster Grandparent may read to the child, hold him, love him, take him out into the community, and teach him self-reliance.

Eligibility of Foster Grandparents

To be eligible for employment under the Foster Grandparents program, a person must be 60 years of age or over and must meet the income standards defined by OEO. A Foster Grandparent must be understanding, interested in children, willing to serve, and willing to be supervised. Both men and women may be employed as Foster Grandparents. They need not have a high school education, but they should usually be selected from among those older persons who, in addition to meeting the requirements already stated, have enjoyed caring for children in the past. Older persons who have never married but who meet all of these criteria are eligible to be Foster Grandparents.

Mr. William McCoy directs the Portland, Oregon, Foster Grandparent's program from the Providence Hospital Children's Center, site of the original project. The Center houses both Montessori preschool classrooms and classrooms for trainable retarded children. Twenty-six Foster Grandparents presently work in the Providence project with 19 assigned to the preschool and seven working with retarded children.

Additional placement settings in the Portland metropolitan area include an adoption agency, a residential home for emotionally disturbed children, and a private school for multiple handicapped children.

Mr. McCoy indicates no recruitment problem and no turnover problem. Of the 7200 persons over age 60 in Oregon who have incomes of less than $1000.00, two-thirds live in the metropolitan area. Two to four unsolicited calls by interested persons are received each day. In three elementary schools districts of Portland's deprived area, 597 people would qualify for utilization as Foster Grandparents.

The value to a young child of the individual attention of an interested adult is obvious. The value to the adult in this program is evidenced by impressive attendance records on the job and the rapidity with which job responsibilities seem to overcome previous health complaints or minor illnesses.

This type of assistance in a classroom for trainable retarded youngsters requires the teacher be an instructional team leader, with responsibility for selecting and determining the sequence of learning experiences.

Problems to be Resolved

Problems that have developed in the fairly short history of the use of paraprofessionals in regular classrooms, as well as with handicapped children, would seem to warrant extensive discussion and evolvement of a basic philosophy concerning their utilization in the educative process.

The implications for teacher training programs in Special Education seem tied directly to consideration of the following questions:

1. Is it morally legitimate to introduce non-certified personnel into Special Education programs instead of seeking fully qualified staff?

2. Is a Special Education teacher to be trained to be a team manager (administrator) or a professional skilled in working directly with handicapped children?
3. Should the term "teacher" be used to describe a professional, somewhat removed from direct contact with handicapped children, who designs, directs and evaluates learning programs carried out by others?
4. How can teacher training programs hope to produce a professional capable of letting the *leadership* of "teaching team" rotate among (1) teacher, (2) aide, (3) volunteer, or (4) student, according to the "logic of the task"?
5. Can Special Education teachers adopt the medical model? (Technicians handle routine examination procedures.)
6. Will Special Education teachers be the appropriate on-the-job trainers for new aide programs?
7. Should paraprofessionals be thought of and used as change agents? (They are often assisting teachers to do more of what the teacher shouldn't be doing at all.)
8. Are paraprofessionals an economically sound investment? (Does one trained secretary equal three clerical aides?)
9. Will employment of minority-group persons as aides stereotype a role of inferiority for persons so selected?
10. Is training of aides a college or university function?
11. Should recruitment for paraprofessionals be aimed at obtaining persons who will be content to remain on the originally assigned tasks?

ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION

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A basic assumption is that administrators and supervisors of special education have unique functions in the provision of specialized educational programs and services for exceptional children. Further, it is contended that the unique functions of administrators and supervisors of special education necessitate the acquisition of knowledge and specialized skills essential in their performance of leadership roles.

Definition

There are two major categories of special education administrators: those who have general responsibility for all categories or most classifications of exceptional children and those who are primarily responsible for education of "normal" pupils in regular school programs, but have additional responsibility for classes or services for exceptional pupils enrolled in regular school situations. It should be noted that the larger proportion of administrators are those whose regular school jurisdictions include some provisions for exceptional pupils in the context of regular school programs.

Professional preparation programs should attempt to differentiate between the person whose assignment will be that of the special education administrator with general responsibility for all categories of exceptional pupils as contrasted with that person whose function will be that of a regular school administrator with some responsibility for exceptional pupils assigned to special programs within the regular school.

Primary emphasis will be given here to those aspects of professional preparation particularly concerned with the role of the special education administrator.

Problems

It is the purpose of this discussion group to consider changing patterns of professional preparation and services in special education under three major headings.

1. How colleges and universities may better prepare leadership personnel in the performance of their specialized or unique functions.
2. How school systems may effectively utilize the unique knowledge and skills of such leadership personnel.
3. How colleges, universities, and public schools may effectively synthesize programs of professional preparation with special education programs, designed to meet consumer needs.

Specialized and Unique Leadership Functions

The organization and presentation of specialized programs of leadership preparation for administrators of special education would of necessity encompass the following functions.

1. Planning—setting forth in broad outline the needs of exceptional pupils and indicating how these needs will be met through special education programs and services of the school.
2. Organizing—setting up the administrative structure and internal organization for instructional offerings and services applicable to the full range of divergent characteristics of exceptional pupils.
3. Directing—serving as a leader in decision-making and implementer of those actions necessary to attain the objectives of educational plans.
4. Staffing—recruiting, selecting, and providing continuous in-service training.
5. Coordinating—synthesizing the various components of special education and related services to assure maximum effectiveness of personnel and material resources.
6. Budgeting—planning educational objectives and programming pupils in such a way as to ascertain cost effectiveness.
7. Reporting—providing for effective communication to achieve support for the objectives, means, and outcomes involving the special education enterprise.

Effective Utilization of Leadership Personnel

In order that school systems may effectively utilize the knowledge and skills of special education leadership personnel the following conditions must obtain:

1. The school system must recognize the worth and dignity of each individual child in order that the exceptional pupil may be assured of equal educational opportunity as a moral and legal right.
2. The school system must change from its traditional method of classifying or grouping pupils according to etiological or medical classifications to a system of identifying educational requirements based upon the learning characteristics of exceptional pupils.
3. The school system should devise a special education program such that a single administrative unit may provide for all specialized instructional offerings and services in the context of the total organizational structure in which special education is an integral part.
4. Leadership in special education can be provided only if the school system is willing to offer a complete array of program and service alternatives to meet the needs of all exceptional pupils.
5. Special education leaders should be called upon to serve specific line and staff duties requiring unique understanding of the special education programs offered. These functions would include:
    a. Devising ways of identifying children with special needs.
    b. Assessing children with special needs in order to determine what kinds of special programs and services should be provided.
    c. Planning the appropriate variety of interventions or pro-

gram alternatives to mediate properly between the child's special education needs and the tasks of habilitation and/or educational development.

d. Marshaling and organizing the resources needed in a comprehensive program of special education for exceptional children.
e. Directing and coordinating the efforts of those engaged in the special education enterprise, consulting with them when appropriate.
f. Evaluating and conducting research in order to improve special instruction and the quality of special services.
g. Interpreting and reporting information so as to gain public support for the achievement of program objectives.

Synthesizing Programs of Professional Preparation

Colleges, universities, and public schools need to seek ways of coordinating their efforts more effectively in order that specialized preparation of leadership personnel may be designed to respond to consumer needs. Effective special education programs and services depend upon career leaders prepared for their assignments through appropriate encounters in theoretical as well as practical problems within an atmosphere hospitable to inquiry, innovation, and change. Suggested aims include:

1. Helping educators in general understand that exceptional pupils do indeed have unique needs and that these needs have significance in relation to the physical, intellectual, or social divergencies related to special education requirements of individual children.
2. Accepting the fact that if children are recognized as having unique educational requirements, someone must be trained to respond to these needs in the application of appropriate services and learning opportunities. Such services may be quite different from those which are usually extended to pupils in school and the learning opportunities may be quite divergent in terms of substance, materials, and methods of presentation.
3. Synthesis of programs of leadership preparation involving colleges, universities, and public schools may be achieved best in the context of a milieu which embraces for exceptional children the values of normative models of human aspiration and behavior. The exceptional child cannot stop the world and get off. He must remain and be a part of the stuff that constitutes the total mix of social morality.
4. Our educational institutions must be receptive to the idea of continuing change. That willingness will assure their capacity to provide for their own reform and renewal. The continual vitalization of our social institutions can help to establish relevance. The exceptional child must be helped to attain an acceptable identity, resist alienation, ameliorate threats to his physical environment, and change the trend of reduced opportunities for employment and productivity.

5. Cooperatively, our public schools and institutions of higher educationmust redefine their goals in terms of what the schools may reasonably be expected to accomplish within the limits of available resources.
6. Leaders in special education must come to understand the techniques of determining cost effectiveness and of accepting accountability for the expenditure of public resources for the attainment of specific educational objectives.
7. Special education administrators must be prepared to accept the challenge of providing students with more alternatives relating to what, where, and how he learns. Provided with more options, the student will be given opportunity and responsibility for making more decisions on an intellectual, moral, civic, and social basis.

Conclusion

Positive human values have often been neglected or overlooked in special education. The exceptional child is part of the world he lives in; he does not flourish in isolation.

Eventually, the design of administrative organization in special education will not only permit, but will encourage, planning for growth consistent with the needs of the individual child. Responsive and responsible leaders will be attracted to special education because of the new opportunities for service and progress.

We are looking now for ways to assure greater relevance in the preparation of leaders in the field of special education. That relevance requires a revitalization of our educational institutions in terms of their awareness and commitment to the task ahead: Preparing leaders who will work for the best possible education in living and learning for each exceptional child.

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INSTRUCTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN

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Processes for change in instructional programs for the handicapped child are needed. There are a number of bits of knowledge suggesting that we need to know how and why children learn. We may or may not agree as to how this knowledge currently serves to guide our educational strategies, but some of the information is sufficient to stimulate our thinking.

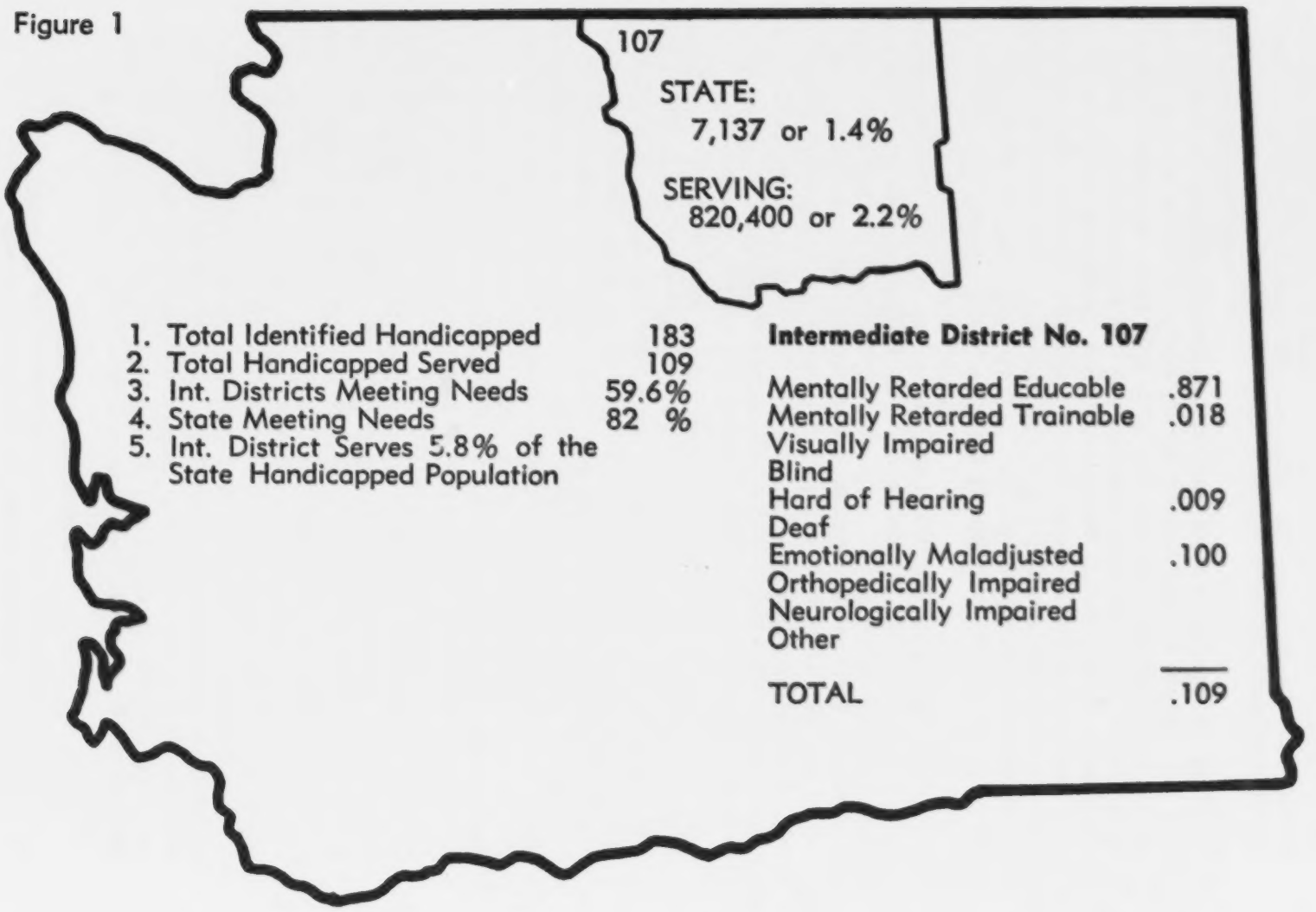
For example: 1) Based upon current research findings and the tactics employed in their discovery, we do know that, currently, there is no better way to teach reading. 2) We know that regardless of whether there are small differences in the achievement level of the handicapped child, he is placed in a regular, segregated, or integrated classroom setting. 3) We know that handicapped children do better in arithmetic computation than on arithmetic reasoning skills. 4) Handicapped children have less motor proficiency than many children that we typically find in the regular population. 5) However, all children are affected by the types of rewards given to them, and when these rewards are given. 6) It is evident from the research currently published that self-presentation of materials allows for more investigation of child potential. When self-presentation is an integral part of the curriculum, it has been shown that children's individualized programming becomes not only easier for the teacher to manage, but allows the child to move closer to his own pace. Consider this question. Do we agree that the foregoing research information serves to cause certain decisions to be made about teaching children and training teachers?

The processes utilized for changing instruction are readily available when we utilize a context in which every bit of supposed researched knowledge is testable by teachers in classrooms. We also know that there are few strategies which collate and/or sort bits of knowledge into specified tactics in such a way as to provide consistent direction for decision making and allow for regular and precise evaluation of the tactics being employed while teaching. The assumptions that are made in terms of final criterion measures are sometimes faulty. Are we to allow this to continue within the educational programs for handicapped children?

It is clear that we have a rationale for the establishment of an educational strategy and we also find that we have agreement in and from the educational community. The time has passed, however, when we can concern ourselves only with agreement among ourselves and among those who have pacified us with sometimes condescending approval of our educational programs. We are finding that the consumer community of our educational products, particularly those who must buy services from us for the handicapped, are not always satisfied with the services that are offered; and they are causing us, through one means or another, to be accountable for programs we are providing them.

This emphasis on accountability is readily apparent when viewing the literature, attending professional meetings, and studying research designs reported in all types of publications. This stress is shown clearly by the

Figure 1



1. Total Identified Handicapped	183
2. Total Handicapped Served	109
3. Int. Districts Meeting Needs	59.6%
4. State Meeting Needs	82 %
5. Int. District Serves 5.8% of the State Handicapped Population	

Intermediate District No. 107

Mentally Retarded Educable	.871
Mentally Retarded Trainable	.018
Visually Impaired	
Blind	
Hard of Hearing	.009
Deaf	
Emotionally Maladjusted	.100
Orthopedically Impaired	
Neurologically Impaired	
Other	
TOTAL	.109

emphasis on educational objectives. The educational objective concept, although not new, is before us in every meeting and in all literature and is the rule rather than the exception when writing federal support grants. Testimony to the impact of the educational objectives may be found in such requirements as are given in Title VI-A, where the federal program support and development money is contingent upon a clear and relevant educational objective statement and subsequent evaluation of attainment of the educational objectives.

Promotional Leadership in Developing an Educational Strategy

There are three agencies available to coordinate an educational strategy and place research and service in an educationally accountable format. First: State departments of special education throughout the United States are gathering, processing, and disseminating information about projects funded by federal funds, by local educational agencies, and by the departments themselves. In general, state agencies may summarize, consolidate, and disseminate information as to types of programs, services rendered, and how each local educational agency is meeting its specific needs.

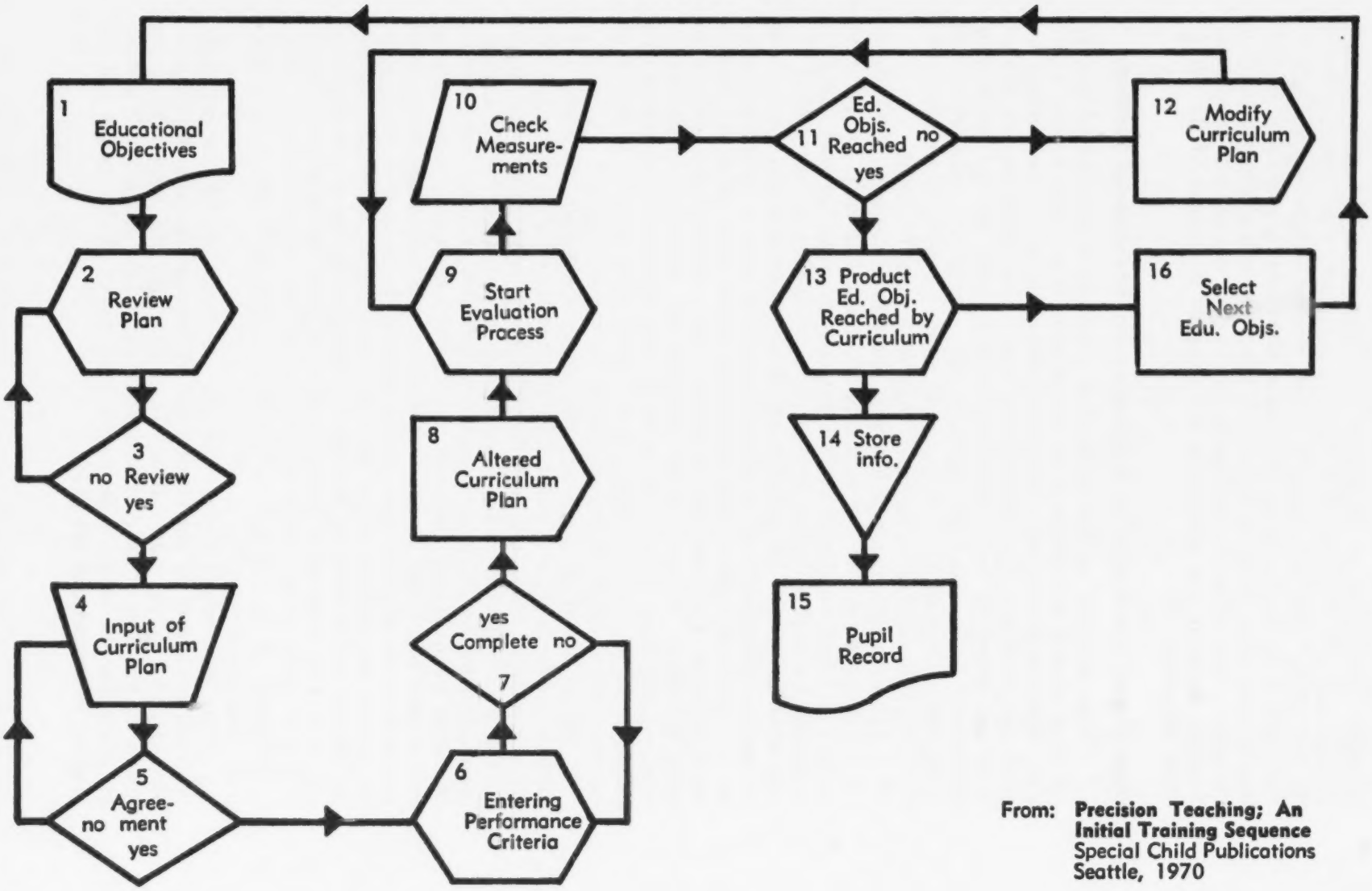
As an example, Figure 1 identifies one area in the state of Washington providing service to the handicapped to approximately 1.4 per cent of the total school enrollment in their geographical area. The state, however, is providing special education services to approximately 2.2 per cent of the total school population. When viewing the deficit areas within the regional educational agency, the state is able to disseminate—not by giving direction, but in a leadership role by pinpointing the precise areas of service deficits for this district. The lower part of Figure 1 indicates no service under areas such as visually impaired, deaf, orthopedically impaired, neurologically impaired, and others. These deficits are in the process of being changed by means of an educational strategy based upon some general gathering of information and subsequent dissemination by the state agency.

Higher education is typically the agency responsible for giving consultation, researching, and organizing the results of such research. The dissemination of information from the higher education agencies within the state of Washington has provided consultation in all areas of federal funding; consultation for design of the research, projects for children, improvement of teacher training; and conducted the research necessary to give consultation to local educational agencies while organizing themselves in a general pattern to allow statewide coverage for training. In the case in point, given the information gathered on the local educational agency by the state agency, the colleges and universities were able to consult with the district in such a way as to help them make more appropriate plans for serving the handicapped children in the service area. Following the consultation and subsequent efforts of the colleges and universities, the third agency for change is the local school district.

The local school district has the responsibility for implementing programs established by the colleges and universities through the information gathered by the state office. They also have the responsibility for testing the relevance of the programs established by the colleges to determine the effect that the program has on the performance of the teacher and the eventual performance of the child.

Figure 2

EDUCATIONAL PLAN


1 Educational Objectives
2 Review Plan
3 no Review yes
4 Input of Curriculum Plan
5 Agree-ment no yes
6 Entering Performance Criteria
7 yes Complete no
8 Altered Curriculum Plan
9 Start Evaluation Process
10 Check Measure-ments
11 Ed. Objs. Reached no yes
12 Modify Curriculum Plan
13 Product Ed. Obj. Reached by Curriculum
14 Store info.
15 Pupil Record
16 Select Next Edu. Objs.

From: **Precision Teaching; An Initial Training Sequence**
Special Child Publications
Seattle, 1970

Implementation and Educational Plan

Given the fact that we do have at least three general agencies that may gather information, sort information, implement information, and subsequently disseminate among the agencies the relevant information for changing children's behavior, an educational strategy may be considered. An educational strategy is simply a plan which provides for the incorporation of information known, evaluation of the effects of the information toward reaching specific educational objectives, and alternate routes for modifying curriculum plans which may affect children's performance. (See Figure 2.)

To consider educational objectives of the Educational Plan, section 1, educational objectives stemming from either local agencies, units of higher education, and state or federal agencies, may be listed in such manner as to specify quality of performance, quantity of performance, speed of performance (rate), sequentiality of performance, and those performances which are simultaneous in their emission. Considering Section 1 of educational objectives, quality may be stated for children in terms of ". . . words said correctly while reading a Lippincott Series Five." Quantity may be stated in how many words were read correctly, or how many words a child used correctly while working on a job. Speed may be stated in such a way as to insure that the child or the young adult could perform in a manner to keep his job. Stating educational objectives sequentially allows for more readily obtaining quality and quantity performance within the educational objectives.

Considering educational objectives as demarcation points from which we start, we must then have a review plan—the second point in the educational strategy—which will insure that all agencies have a choice for change of the specified educational plan. Who may decide that educational objectives should change? It may be the second grade teacher talking to a group of first grade teachers. It may be the pupils speaking to each other. It might be the industrialist or the philanthropist influencing the educational community at the local level. It might be someone from higher education who has to accept the child from high school; or even more likely, it will be small business which has to deal with, through employment, many of the children who have in their behavioral repertoire the educational objectives we have established and, hopefully, met with a high probability.

In both the educational objectives and the review plan, consideration has been given and will continue to be given to the consumer, the community, and the parent of the child. When review plans are decided upon, there must be involvement by all segments of our society. After an agreement of the review plan has been made, the curriculum plan is the fourth unit of the strategy that must be considered.

The curriculum plan is a composite of the options which are available for organization and utilization within a classroom, on the job, or on the playground which will allow the child to have the best likelihood of reaching the educational objectives. This input box, or the primary criteria for establishing independent variables within the learning setting, generally stems from the teacher. There may be curriculum guides and/or teachers' manuals from which the teacher may draw information; but ultimately the responsibility of devising the instructional optionals, such as sequence, both timed and arranged-type events, will ultimately determine whether or not

the educational objectives are reached. Considering the agreement about the instructional options used, there again must be consideration from the community and probably more so from the child that the agreement within the context of time and arranged events will always be the product from which the child can eventually make his own curriculum plan for his future leisure time or free-time activities.

Consider Section 6 of the educational strategy, entering performance. This box is designated as a way to determine performance deficits of children in terms of the skills necessary to learn or to complete a task successfully. In devising educational plans for the exceptional child, there is no question that prosthetic environments must be arranged. Entering performance criteria allow for this change to occur. After the complete analysis of all of the entering performances necessary for the child to operate within the educational objective of the framework and within the curriculum plan designed by the local educational agency, there may be slight alterations in the plan, as noted in Section 8. The alteration of the curriculum plan would probably be contingent upon a clear, logical sequence stating that the child will not be able to manage the educational objectives under a typical, basal-type lesson plan. Where this is the case as pointed out in Section 8, an alternate plan must evolve.

Section 9, one of the most important sections on the educational strategy, indicates a start to the evaluation process. The evaluation process is the starting point for teaching a child. Evaluation and teaching, although typically considered as sequential, are actually simultaneous. As teaching starts, evaluation starts. Both processes are conducted simultaneously to insure that no child is subjected to a trial and error program because of a hunch that the curriculum plan is correct. If the child has failed to learn his times tables within a few days, the teacher should look quickly to an altered curriculum plan so that the child will not continue to fail.

Section 10, checking the measurements, becomes a continuous process when evaluation of the teaching is simultaneously employed. Where this is not the case—such as in the case in achievement testing systems where once every 52 weeks the child is measured to determine where he fits on a percentile ranking—then one must stand behind the highly questionable position that the curriculum plan is not modifying the child's behavior to allow him to reach the designed educational objective. If this be the strategy, that checking of the measurements occur only once a year, then it is probably time that we educators need to admit that we are in the wrong field. Children are too important to allow such measurement plans to occur. This is sometimes called educational pain—chronic! Keeping in mind the various types of approaches for checking the educational measurements, one might routinely find that once-a-year achievement tests are a usual procedure; however, now and then the teacher gives sample review tests once a month or a spelling test once a week. The teacher very concerned with physical education may have the children do ten push-ups every day within a one-minute period of time, or another may give the children some type of hourly feedback about their arithmetic drill and while asking questions actually be checking measurements, second by second. Considering all of these possibilities in terms of checking the measurement system, an educational strategy must suggest testing all of them. An educational strategy further

must make sure that once the measurement check system is utilized, Section 11, a decision point, is incorporated. How the child is performing in the measurement system will allow us to know when the child will reach the objectives so stated.

Section 12 specifies a modification of the curriculum plan. If a child is being taught by the use of "sight" words in a reading program and is not accelerating his "say" word rate in the program after two weeks, the teacher may want to move to a phonetic series. This is a modification of the curriculum plan to see quickly if the child will reach the educational objective by the end of the school year. If this is the case and modification is made, you will note that the educational plan returns to Section 9, where the evaluation process is resumed with a new curriculum plan—at least, one that is modified. The same procedure is followed until there is evidence that the child will reach the educational objectives prescribed by the strategy in Section 1.

Section 13 states that a behavioral product has emerged. As stated in the introduction to this paper, the consumer (or the community and society in which the child resides after our educational processes have occurred) expects that the child will have in his repertoire behaviors which make a product. If this product is to have a value for the child's adaptation to society, then this information should be known so that proper guidance and counselling can be given to the child, such as pointed out in Section 14, storing of information.

The pupil record, Section 15, is the same as Section 1 in size and content. The pupil's record, in terms of his performance, should look very similar to the educational objectives stated earlier. Whenever this has occurred, Section 16 points out that the next educational objective, or series of objectives, are selected and the process is on a continual basis. An educational strategy allows for input at all points—input by the teachers who are working with the child, his parents, the child himself, consultants from higher education, state agencies, as well as federal agencies for insuring that, over a period of time, each child may continue to progress while staying individualized because of the type of instruction. Consequently, the child will have in his repertoire the behaviors necessary to adapt to adult society. This strategy is the same strategy which we are currently attempting to put into operation in the handicapped programs in the state of Washington.

Establishing the Components of a Strategy

The first step in establishing this strategy was the determination of where each event in the strategy could gain strength by gathering additional information. Keeping in mind that the topic of our discussion is the development of individual instruction for handicapped children, the information that we have gathered from the school districts in our own state may clarify the topographical investigation.

This information was gathered from primary and intermediate EMR classes with the middle number of children per class being 10 and the age ranging from 4 to 10 years. The classes met from 325 to 365 minutes per day, with the middle number of minutes per class being 345. During the interview the teachers were asked for information relating to the next placement for the handicapped youngsters, as well as their knowledge of the

children who were waiting to be served but not currently in classes. Only 14 per cent of the teachers interviewed were aware of the next placement for the children currently in their classes, and only 30 per cent of the teachers were aware of children on waiting lists. All teachers reported that they operated an integrated program with 100 per cent of the children being integrated into the regular classes, but on an average of only 10 per cent each day. In terms of in-service training, two of the nine teachers interviewed had heard of extension classes being offered since September of 1969; but only one teacher interviewed had participated in an in-service class since January of 1970.

A second area of the topographical view of the curriculum plan is the subject and/or activity programming that the teacher engages in while organizing the child's school day. Such areas as math, reading, social studies, language arts, art, physical education, science and health, music, story time, games, etc. were used by the teachers surveyed in the sample of the EMR teachers at the primary and intermediate levels in this school district. There was clearly an attempt to utilize many auditory and visual display modes. In observing the programmed events in the instructional plan, the teachers utilized instructional options which gave an indication that individualized instruction was occurring. However, when noting the performance of the children during the subjects and activities that they were to perform throughout the day, it is noted that the movement cycle listings by the teachers showed teacher presentation and group responses.

As an example, while viewing the performances of the pupils and asking a specific question such as, "Does an individual child do the assignment or does the class or group do the assignment?" it was noted that of 14 teachers reporting, only two had individual pupils doing the performance where 11 had the entire group or, in most cases, the entire class making the responses. The type of answer was always selected by the teacher as reported in this investigation. Other movements and performances emitted in the classes were "say answers," "say sounds," "say words," "write numbers," "write words," "write letters," "color," "cut," "paste," etc. Considering how keeping track of the kind of performances the pupils were emitting was accomplished, in most all cases the teacher was taking this responsibility. Few reports were made where pupils and peers were allowed to keep track of their own performances within the curriculum plan. When the instructional options could be given to the child, little individualization was done. Emphasis on this point cannot be made strong enough. We were given the impression by the initial view that the programs were individualized as much as possible, and this would seem to have appeared correct when viewing only the presentation aspects of the instructional procedures that were reported. However, when looking at the performance, it is noted that the children are doing much of their work in groups, rather than on an individualized program.

A further dimension of the curriculum plan, the arranged events, or what might be considered feedback to the children, was given most of the time by the teacher in the form of verbal praise, stars, happy faces, free times, presents, getting treats once a week, charting their own performance, displaying their work, doing it over, etc. It was also noted that in most all of the cases the selection of the type of feedback given to the child was made

by the teacher. Only rarely did the children have the option to decide what type of feedback they desired or preferred over another. The feedback section clearly shows the same dimension as the performance section of the topographical view, and little individualization occurred even though the general educational strategy as stated by the administrators as well as the teachers themselves indicated that individualization was the general policy.

Summary

It is one thing to know what to do and clearly another to carry out a plan which demands certain skills performed at a given level of competence. To look at "what is now" in terms of how teachers are being trained and "what must be" in order to implement an educational or service plan in special education keynotes the critical aspects of the need for "Changing Patterns of Professional Preparation." A very cursory survey of curricular and methodological offerings from various teacher training institutions reveals that approximately 90 per cent of the classes deal with skills, specific methodologies, and diagnosis. Skills in decision-making, evaluation, individualized programming, and other skills necessary to carry out many facets of the proposed educational plan are not adequately covered.

In closing, let me list a few of the organizational and structural changes which must be encouraged in both the public school and the teacher training institutions before we can hope to meet the objective of a relevant and effective educational program for handicapped children and youth. These changes, of course, are not the only considerations which could or, for that matter, should be made. On the basis of what we know about implementation of the strategy, they are worth considering.

A community (consumer) based plan for the establishment and review of educational objectives must be developed.

An effective recording system must be adopted by schools by which information relative to students' skills and deficits might be quickly and efficiently transferred between teachers and schools as the student moves through the program.

Some school programs must be developed on a truly sequential basis with as much concern given to the rate at which children perform as we currently give to quality and quantity of performance. Teachers will need to learn to teach specific skills rather than categorical disabilities. To say a child is mentally retarded or emotionally disturbed doesn't tell us enough about the specific performance deficits we teachers must ameliorate.

Teachers and students must have more to say about what is to be taught, how it is taught, when the skill is learned, and how we are to know when it is learned well enough to become a part of the student's repertoire.

Finally, a basis must be established for evaluating children in a continuous, precise fashion which relates directly to the educational objective we have set for him or which he has set for himself.

A final evaluation of the educational plan will be the performance of the student—whether on the job, in leisure time activities, in general functioning as a part of the community, and trained to make choices independently, using information available to him in such a way as to provide the proper consequence to his behavior.

SELECTED COMMENTS

SELECTED COMMENTS FROM SMALL GROUP DISCUSSIONS

An important product of this conference was the response of the participants to the discussion questions. Conference participants were assigned to discussion groups. There was a total of six groups discussing the same topic each half-day of the three day conference. Groups were reconstituted each half day in order to assure maximum interaction. Topics discussed during each of the six half-days of the conference were as follows:

Topic I —In-service and Pre-service Programs of Professional Preparation

Topic II —Instructional Programs for Exceptional Children

Topic III —Educational Services Based on Learning Characteristics of Pupils

Topic IV —Teacher Assessment of Pupils

Topic V —Utilizing Ancillary, Preprofessional, and Volunteer Personnel

Topic VI —Administration and Supervision, e.g., Research, Itinerant Teaching, Leadership Training, and Program Evaluation

Each day the chairmen and recorders for each of the six groups were asked to summarize the discussions of the assigned topic. At the end of the conference, the six recorders submitted summaries of their discussions. (A total of thirty-six discussion summaries were received.) Each recorder was responsible for summarizing six half-day discussions.

Responses to the six topics have been edited. In most cases duplicate responses have been omitted. However, an effort was made to include all of the responses which could be put in the form of "suggestions" for individual or cooperative action by colleges and universities, public schools.

An effort was made to include a large variety of responses in order to illustrate the large number of alternatives and points of view which were expressed. It is felt that the following edited suggestions are indicative of the range of responses as summarized by group chairmen and recorders. However, as edited responses, they are only representative of the many ideas, concepts, and experiences which were shared in the discussions. To the degree that it was possible, college, public school, and agency personnel were equally represented in each discussion group and all groups were reconstituted each half day. No attempt was made to correlate specific categories of suggestions or responses with individual places of employment, discipline, or roles.

Beyond the general agreement which was reached within each discussion group, no effort was made to gain consensus on any of the structured questions. The stated assumptions and suggested discussion questions served only to assist the group in focusing on the assigned discussion topics.

I. IN-SERVICE AND PRE-SERVICE PROGRAMS OF PROFESSIONAL PREPARATION

Suggestions for Colleges and Universities:

Start potential teachers early in their freshman year. Give them an opportunity for exposure and empathy for the handicapped.

Provide opportunity for students to work with the handicapped while they are taking course work.

Have frequent evaluations of potential teachers during this time for screening out those who do not belong in special education.

From the beginning students should be aware that their education is not complete when they receive their B.A. They should understand that they will need a B.A. *plus* continuing education.

The educational program should provide a common core of instruction that gives a broad orientation to special education. Students should become familiar with many styles of teaching, e.g., self-contained, integrated, departmentalized, etc. They should learn to both write and teach according to behavioral objectives. They also need to develop skills in educational assessment. All children need to work on skills of communication, social development, and experience in decision making. These same skills are also essential for teachers.

There is a new role and function for the school in the coordination and use of community resources.

Teachers and teacher aides need more exposure to the community in order to develop knowledge that is needed.

Entry skills need to be defined in terms of what is needed from the school district and what is obtainable from the universities. The institutions can then develop check points to measure the attainment of various skills for teachers in training.

Better screening of special education candidates is needed. A continuous dialogue between university and school district personnel could assist substantially in this endeavor.

Need individualized instruction as related to behavioral and educational objectives in *college* programs and related to specific performance criteria.

Course work must be implemented in practice with classroom experience preceding theory in the sequence.

Propose one year of experience (certain number of hours each week) at the junior level in various classrooms with concomitant *personal* evaluation of the student.

Need to establish competencies for professors at the entry level.

Where sensitivity training is part of training experience, the program needs to move from "knowing ourselves" to acquiring skills. More structure is implied.

Selection process of potential teachers should be sharpened by the university.

The university must screen out inappropriate personnel before they reach the teaching field.

Adequate provision needs to be made for consistent in-service training for on-the-job teachers. Outside resources should be tapped as necessary. Teachers need to *help plan* the in-service program.

There should be a closer relationship between the colleges and the schools, possibly having a faculty member on joint appointment with the school district and college faculty.

Pre-service and in-service programs should be coordinated.

The current entry level of preparation was seen as deficient in the amount of course work given in techniques of teaching.

Pre-service training programs are often inadequate in meeting needs. "Consumers" want the pre-service training program geared to conditions as they presently exist in special education and rehabilitation programs.

The entry level of preparation should be determined, to some extent, by geographical area.

The availability of personnel controls, to a degree, the establishment of pre-service requirements.

Suggestions for Schools

Objectives for the instructional program need to be stated behaviorally.

Behavioral objectives should be identified and based upon: (1) needs of the community; (2) the values of the teachers in their relationships with the children assigned to them; (3) the teacher's assessment of the pupils; (4) the teacher's behavioral control of the children.

There should be direct feedback from the universities to the schools and vice versa.

Schools should provide for knowledge of cultural and economic situation for children in the classroom.

There should be an adequate understanding by the teacher of inter- and intra-community functioning, and there should be some way to evaluate and determine competencies needed in the special education field.

There should be a closer relationship between the Instructional Materials Centers and the training programs.

Suggestions for Cooperative Relationships between Colleges and Universities and School Districts

Establish an advisory council to the school district involving: (1) community leaders; (2) state department of education personnel; (3) a committee of college and university personnel. Other committees also may be part of the council, such as parent group officers, private agencies and associations, public agencies, as well as a medical advisory committee.

Plan to contract for the use of superior certified teachers in the colleges and universities within the area of the school district.

Plan to contract with college and university personnel to work with the school district.

Coordinate cooperation and dialogue between training institutions and school districts, possibly by rotation procedures whereby university staff could be rotated into public schools and outstanding public school staff routed into the university.

The various roles of training institutions and school districts and state departments should be better devised with each assuming the responsibility it can best accept.

Utilize summer sessions (on campus, in camp, and elsewhere) as in-service training, especially between experienced and neophyte teachers.

Develop a model for exchanging teachers for a semester. (Cadet teachers with experienced teachers.)

Training should include "learning the language of the child"—educationally, socially, personally, etc.

Performance criteria as a certification requirement should be a joint effort between public schools, universities, and state departments.

There should be closer working relationships between the colleges, universities, and school systems in reference to settings for class, such as college class in the public school setting.

Teacher training should be based on needs in the field. College instructors should provide information needed to help the teacher be successful in the field.

Cooperatively-sponsored research is needed to develop ways of screening prospective special education teachers.

II. INSTRUCTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN

Suggestions for Colleges and Universities:

Diagnostic training should be provided for special education teachers. In order to individualize there must be careful assessment of the ability of the child, the behavior of the child, the objectives of the curriculum, and the careful and correct use of all information.

Teach curriculum skills rather than teach to categories.

Use simulation situations.

Assist teachers to develop skills: (1) for initial assessment of pupils; (2) to assess pupil progress.

Assist teachers in developing prescriptive-type use of curriculum as they individualize instruction.

Use prescriptive-type methods to help teachers meet their own preparation needs.

Provide preparation for support personnel.

Teach curriculum and methodology separately.

Better prepare special education teachers on how to use individualized material, the techniques, strategies, etc.

Better prepare special education teachers to do simple diagnosis. They are unfamiliar with the diagnostic skills and various approaches at remediation.

Course work at the college level should include actual experience as a team member.

The college curriculum must include experience in learning how to write educational objectives for each individual child.

The college curriculum must include the development of sequence in skills (reading, etc.). Teachers don't know the "human growth and development" sequence either.

Train the teacher to know when she needs help.

There is a need to help the teacher translate observations and information into educational strategy.

Involvement of legislators and parents is necessary if individualization of instruction is to be understood.

Attention has to be given to defining and clarifying the following in terms that would be intelligible to the interested layman: (1) individual instruction and individualized instruction; (2) individualized instruction in a group framework (the class with 10, 15 or 18 students); (3) educational and instructional objectives; (4) individual educational programming and individualized instruction; (5) an educational taxonomy which provides for recognition and acceptance of the importance of the domains listed.

College and university personnel must find ways of testing new and/or theoretical ideas in a number of different, practical learning situations.

In-service training for teachers is necessary in order to implement the idea of testing for purposes of educational diagnosis and planning, rather than testing for categorization or clarification. This training should be accompanied by organizational changes to provide the support personnel needed to make individualized instruction possible in the classroom.

Suggestions for Schools:

It is important to provide adequate information to the public in order to affect change in the total organization of education.

Try team teaching techniques.

Involve teachers in planning and decision-making in the instructional program.

Involve pupils in planning and decision-making in the instructional program.

Arrange to have more special education in regular schools.

Use an interdisciplinary approach in developing the curriculum.

Organize by educational needs rather than by categorical needs.

The concept of attitudes on the part of teachers, teacher aides, and administrators must all be considered part of the training aspect.

Use self-evaluation devices with teachers.

Use self-evaluation devices with pupils.

Use more re-enforcement techniques.

Use more techniques to individualize instruction.

Schools must provide means whereby personnel may test new ideas and integrate new approaches to instruction into existing systems.

The teacher should do the diagnosing and, to some extent, the prescribing for remediation. However, many of the diagnostic and remediative tasks could be carried out by a less professional personnel (teacher aides and non-professional personnel).

Differing kinds of assessment needed: initial classroom, specialists with technical skills, assessment center, group or class.

Further investigate the role of the master teacher in conjunction with the utilization of aides.

The term of accountability should be a part of all school programs for handicapped children.

Suggestions for Cooperative Relationships between College and Universities and School Districts:

College and public school personnel must find better ways of mutually contributing to the development of educational media, curriculum, and organization of services.

Provide in-service by school, and/or college personnel, or shortened day schedules so that all teachers may attend and be paid to attend.

Involve the community in assessing needs for instructional program.

Develop sequenced instruction of subject areas.

Use cooperative data processing to determine progress.

Assess together what is available in the community.

Discuss various methods by which the necessary change may be accomplished to facilitate individualization: integrated classrooms, changes in financial patterns, different organizational patterns.

Coordination between university and college personnel and school districts was discussed with the university taking a larger and more relevant role in appropriate in-service training of school district staff.

The problem of implementing individualization also appears to be a difficult thing at the college and university level.

Profession should develop its own terms rather than "diagnosis," "prescription," etc.

Changes in public schools and in-service training programs should lead to curricular changes in the college teacher training programs.

Procedures may call for beginning with behavioral/educational objectives, *then* instituting assessment and evaluation.

In order to improve the status of the teacher we must assign more responsibility and increase the pay.

Administrators must become more knowledgeable about the unique problems of special education.

III. EDUCATIONAL SERVICES BASED ON LEARNING CHARACTERISTICS OF PUPILS

Suggestions to Colleges and Universities:

Teachers should be trained to meet the requirements of any area in special education.

Teachers in training need to develop expertise in the evaluation of learning difficulties and the observation of pupils.

Every teacher should be able to assess the behavior of the child through observation. Performance should be viewed daily.

All that is done should be included in a training program by a university or college.

Are colleges really the place to train teachers?

Via research, colleges and universities need to know what educational programs are deemed essential prior to changing existing patterns of education: (1) There should be a college consultant in the school(s) who can meet long enough with teachers and (especially) the administrators to help plan the college program based on identified needs. (2) Too many college faculties do not know what is actually going on in schools. (3) College personnel should be as much identified with the schools and the community as they are with the college.

Learning characteristics of the teacher and the influence of the institution where he was trained are significant.

Learning characteristics of pupils are most frequently taught in departments of psychology. Special education departments need to become involved with these courses on a cooperative basis.

Use the community as a laboratory for college course work to avoid a sterile atmosphere of learning.

Teachers must have knowledge of learning characteristics, how the child develops, what age, etc.

You keep adding courses, but seldom consolidate or take any away (For example: inappropriate general education courses).

Train teachers in basic concepts and acquisition of skills rather than "tricks of the trade."

Pre-service educational programs should include: (1) better *screening* of applicants for teacher preparation; (2) provision of experience *early* in the college program; (3) techniques for *communicating* with regular classroom teachers; (4) knowledge of affective and cognitive behavioral characteristics; (5) *opportunities* to translate learning theories into practice.

College and university personnel *need* to believe that the individualization of instruction based upon behavioral objectives is a rational model.

Prepare teachers so that they will be able to write programs for children.

Prepare teachers so that they will know how children really learn.

Programming for the area of special teachers should include parent intervention techniques.

Translation of theory into practice needs to be improved.

Design better college programs to strengthen the regular classroom teacher. Let's help her handle the "different" child in a classroom so that she will no longer say, "How can I get him out?" but rather, "What can I do for him?"

Talk about a child's *potential* rather than the IQ.

Teacher expectation levels should be raised.

Suggestions for Schools:

Special education should be thought of as a part of the total educational process in the schools.

Materials and equipment should be furnished to meet needs of all students.

Schools should teach pupils based on their functioning level: (1) qualitative—the kind of learning (the ability to handle abstract vs. concrete); (2) quantitative—degree (the depth of learning in various subject areas and programs).

Do all possible to get away from categorization or labeling of pupils. We need to broaden the non-categorization concepts for handling handicapped children. Colleges need to prepare teachers to implement this concept.

Schools must involve the whole community if teachers are to be truly effective in schools. This is especially true in pre-occupational and occupational training programs.

Schools should identify the personal attributes of pupils and help them develop and utilize these qualities optimumly: (1) to get and hold a job; (2) to help them with their social acceptance.

Schools also should identify the personal interests and attributes of staff and help utilize these qualities to best advantage.

Schools need to develop both long and short range objectives for their instructional programs.

Schools should be committed to a regular evaluation and measurement design for their instructional programs.

We are not doing enough in education to make teachers human and to humanize education.

Consider placing the child where he can best be taught (not using the IQ route), even if this means mixed or multi-disability units.

Should use more tools and diagnosis in determining strengths and weaknesses in training the teacher to set up a learning program.

Propose a plan of base plus bonus for teachers contracting to teach the handicapped.

Changes in school format should include programming according to functiong versus etiology with continual assessment.

Suggestions for Cooperative Relationships between Colleges and Universities and School Districts

Special educators and college and university personnel must jointly take a leadership role in upgrading special education programs and maintaining teacher morale, or legislators will do the job for us, not necessarily in the manner approved by professionals.

It is proposed that an experimental study be conducted in three or four districts. (1) The experimental classes will not be categorized—there also will be an equal number of control classes taught in the usual manner. (2) The study should be conducted for three to five years. (3) A committee should be established to develop a proposal and determine whether the study should be conducted with just educable mentally retarded pupils or with all categories of pupils. (4) The proposal and study should gain official sanction at the federal, state and local levels to function outside the requirements of the law. (5) Funding should be guaranteed for the entire length of the study when the proposal is submitted. (6) The proposal should include college personnel functioning with and in the district level providing in-service to special education personnel and regular classroom teachers. (7) The experimental study should be conducted in regular classrooms with regular school teachers. (8) There should be fiscal accountability in the proposal using a program planning and budgeting system (PPBS) in order to make recommendations based on cost analysis.

Consultant services should be provided to schools on a long-term basis by college personnel with many regular and special education teachers as well as regular school administrators in order to make recommendations for change and to plan college and school programs.

Utilize all public school personnel and parents as potential *change agents.*

Changes in college curriculum and training should occur with stimulus from the public schools since they are "consumers" of college product.

Innovative (creative) ideas should be tried even without the support of the legislature, state, or college. ("Damn it! Forget what other people think—just try it!")

Consultants should work directly with the teachers.

The consideration of special education as a function of pupil personnel or general instructional services, as well as other attempts to decentralize, may break down the identification of special learning programs.

Need to have advisory committees composed of all kinds of people in addition to educators with goal to coordinate all "producers" and "consumers" in special education needs.

Develop closer working relationships between the public schools and college and university personnel.

Explore teacher training through use of a clinical professor and class living in a school setting.

Knowledge should be gained through use of behavior measurement and as a result of observation and team evaluation.

Administrators must be included in various types of training programs in order for them to gain the knowledge they need.

Schools must develop a data base to give them a criterion upon which to judge the effectiveness of their teaching efforts.

People in decision-making positions must understand a disability better than a performance deficit in order to provide for more adequate funding.

IV. TEACHER ASSESSMENT OF PUPILS

Suggestions to Colleges and Universities:

Teachers need to have training classes on the "levels of assessment" in order to know that which they could assess, and those things which they should assess.

They need to have knowledge of interpretation of test results.

Teachers should be trained to work with other people on assessment and to recognize the value of supplementary services.

Teachers need to gain experience in the assessment of pupils while in training. There should be a close working relationship with the schools.

Teacher assessment should be taught in the department of special education. Rather than the use of statistical methods, teachers need skills in using teacher-prepared tests and other types of materials for evaluation purposes.

Several types of assessment are needed: (1) assessment of academic potentials and liabilities; (2) social assessment; (3) perceptual deficits and capacities; (4) language deficits and capacities; (5) vocational testing.

Care must be taken to assess the abilities of pupils positively rather than stressing limitations that may harm such pupils by the tendency to "label" them.

Teachers should learn the responsibility of assessment through teacher and child involvement.

Referral to vocational rehabilitation should have a record of the assessment that has been made in each case.

Teachers' attitudes may need to be changed from the stereotype concept of assessment: (1) Times have changed with regard to assessment concepts. (2) Some teachers have preferred not to see cumulative records of pupils. They maintain such records can sometimes prejudice the teacher with regard to the child.

The teacher must be taught to describe and record behavior objectively.

Teach teachers to observe and respond to the instructional needs of children.

Universities could equip teachers with informal criterion-referenced assessment techniques which they could use effectively.

Specific experiences are needed which relate to pupil behavior and learning characteristics.

Changing emphasis from teacher "feeling good" about teaching to whether child is *learning* what he is being *taught.*

Assessment training is needed both at the pre-service and in-service levels.

Colleges and universities need to prepare teachers to function as pupil assessors. Pre-service programs should prepare teachers to be able: (1) to *determine* base line behavioral data; (2) to *interpret* educational evaluative tools; (3) to *develop* a teaching program for each child; (4) to bridge the gap between assessment and treatment; (5) to evaluate the strengths and weaknesses of each child's *learning* plan.

University and school districts should work together in planning the special educator's role to meet their own regional needs.

Present training programs should be modified in order to include the course work needed for the teacher to function as a clinical or diagnostic teacher.

Suggestions for Schools:

It takes time to assess pupils. Schools must be willing to give the time for such assessment. Once a teacher is trained in assessment skills, the school district must support his using the skills he has acquired.

Assessment of pupils frequently needs involvement of administrators and supervisors as well as the teacher. These personnel can re-enforce the teacher's assessment efforts.

Assessment of pupils needs to be both supervised and coordinated.

To begin an assessment program, a school official should be chosen to train teachers in assessment at each school. These teachers could offer in-service training to the other teachers in their schools, first at the primary level, and then eventually at all levels. The school psychologist can also help teachers develop assessment skills with pupils. (There are not enough psychologists and a major share of their time must be used in placement committee functions. The placement committee has value only if the teacher can use the information compiled and interpreted by the committee.)

Occasionally there is a problem concerning the over-confidentiality of files.

There must be accountability for assessment and action in relationship to what is assessed.

Teachers must be assured that in assessing pupils, they are not running a risk of being assessed themselves.

Schools must utilize the pupil assessment once it has been made.

Teachers must steadily improve their observation skills in relationship to assessment.

It was pointed out that observations of various teaching teams may be a solution of the problems of pupil assessment. In the past we have always teamed up with the teacher being the lowest member of the team and selecting higher levels of professional competency above this. Should we not be

teaming down with the teacher as the top member of the team and utilizing aides, teacher assistants, etc., for assessment and remediative purposes.

Every school should have an assessment classroom.

The administrator (principal) must be in charge of the assessment procedure (class).

If you expect the teacher to *teach* the child, she must be involved in the assessment and programming and have the necessary materials for instruction.

Curriculum makers should also be the curriculum implementers (and evaluators).

There is a need to establish options relating to teaching the multi-handicapped.

Changing organizational patterns must be anticipated—especially in reference to civil rights.

Since it may not be possible to set up a tightly controlled experimental design, should consider the various possibilities of the child as his own control.

Also consider the possibility of a group of children as a control for a grade level or specific classroom as related to skill acquisition.

The format for a teacher to function as a pupil assessor will vary upon the school system: (1) differential staffing should be considered; (2) regional problems of credentials must be overcome; (3) general staffing on each child may not be the most efficient method of planning.

The teacher should be able to observe the child prior to placement.

The role of the teacher as an assessor will differ depending upon the local situation.

The teacher should be a pupil appraiser; however, the tools used will differ according to the local requirements.

Involve the teacher with the placement and the diagnostic program. Be sure that the teacher understands the evaluative tools even though she may not be able to utilize them.

Suggestions for Cooperative Relationships between Colleges and Universities and School Districts

Teachers must learn the value of working with others. This can be taught by the colleges and universities in the training program.

Colleges and/or universities can offer regional workshops on assessment: (1) for new teachers; (2) for master teachers.

Colleges and/or universities should offer workshops where teachers can interact with regard to experiences during their first year of teaching. Such interactions also should serve as guidelines to colleges to indicate changes needed at the college level in teacher preparation programs.

Such workshops also should involve state department of education personnel.

Colleges and universities must learn to share both ways, not expecting to receive all the benefits from the schools.

Student teachers should be placed in sparsely populated areas as well as in urban areas.

There should be team visitations from the colleges and universities.

A regular staffing program should be developed by the schools and

the college or university training staff in order to allow teachers to see the value of the assessment of other persons in the total program. This team should include the school nurse, teacher, and, perhaps, the vocational rehabilitation counselor for the older student.

Teachers should be paid for extra time spent for the benefit of the school.

Development of a traveling team would be one way to help train the teachers to perform the assessment functions more adequately.

Such workshops should offer teachers a paid stipend for participating.

Colleges and/or universities could offer summer workshops with follow-up sessions during the year with regard to materials given and demonstrated for use in assessment from Regional Resource Information Centers.

Master teachers must be helped to become more effective and to overcome deficiencies.

Teachers need to be re-enforced by both colleges and schools in assessing pupils. Teachers need to be shown that they are more effective teachers because they do assess pupil status and pupil progress. Evidence of pupil progres further encourages teachers.

Assessment is a way of teaching rather than a way of testing.

A phase-out of educational mentally retarded classrooms may mean assigning the regular program responsibility for slightly handicapped youngsters, thus permitting a greater concentration and effort in special education on more involved limitations and handicaps.

How about a university school district program which would build competencies sequentially on a seniority basis with a first year teacher being assigned certain responsibility? After more experience in the classroom and training she would be assigned additional responsibility with handicapped children. Assessment skills, use of ancillary people, learning management might all be desirable advancement skills which could be built within an in-service training program along with further collegiate training at the master's level or beyond.

Place the assessment process in the schools rather than in clinics or university centers.

V. UTILIZING ANCILLARY PREPROFESSIONALS AND VOLUNTEER PERSONNEL

Suggestions to Colleges and Universities:

Colleges and universities should accept primary responsibility for training professional people.

Aides should be trained by local school districts with reference to their unique needs.

Employment practices should be developed for the use of volunteers in the program.

Volunteers need a locus for their work.

Preparation level for ancillary preprofessionals is junior college level. (1) Program would be similar to that for preparing children's center workers. (2) Classes should be able to be credited towards college preparation for special education at state colleges. State colleges may then be able to offer

traineeships for the college degree and the credential necessary to teach in special education.

Adult education can offer courses for volunteer personnel and some other ancillary preprofessional personnel.

College personnel may be recruited to give in-service to aides via federally funded projects.

Teachers need in-service preparation on how to use aides and volunteers most effectively.

It was recommended that the colleges and universities should not be responsible for preparation programs above the junior college level.

Teachers in training would serve first as supervisory and clerical aides, then as instructional aides, and then, with sufficient background and course work, move to a B.A. teacher. As additional training is acquired at the master's level, they become managing teachers, working with a team in constructing the learning environment.

The legal aspects of the supervision of aides need to be further explored and modified if necessary.

Professional personnel need to be prepared to know how to utilize aides.

Concern was expressed over training of aides. (1) The only training necessary might be on-the-job training. (2) A common block of preparation might be developed by junior colleges in conjunction with local school districts.

Junior or community colleges could conduct the training of ancillary, preprofessional and volunteer personnel effectively. However, the tie between teacher training and aide training was established as a reason for involving the four year institution in such training.

When a school population is bilingual, an aide from the community would be especially useful, even essential, for the improvement of instruction for exceptional bilingual children.

For the most effective utilization of aides in schools, in-service training for teacher and aide must be conducted.

Suggestions for Schools:

Help should be provided in the selection of personnel in the aide or volunteer category.

Pre-service training and in-service training should be an ongoing program for these workers in terms of the local school district.

Limitations should be placed on the use of volunteers.

Use of ancillary preprofessionals and volunteers must be coordinated.

Average ration of aides to teachers recommended was two per four teachers.

Job specifications must be written up to describe what is expected of aides.

A room in the school must be provided for aides in order that they may carry out the responsibilities assigned to them.

Criterion for role as an aide: (1) likes children; (2) is flexible; (3) understands the role of an aide.

Aides may be especially useful in the TMR program.

In some districts, teachers feel threatened if aides receive pay that might otherwise be used for teacher salaries.

Some states recommended that the aides should represent the same culture as the majority of the children in the school.

The San Francisco Easter Seal Society has a helpful publication for attendants and aides.

A valuable recruitment technique, as well as an addition to the instructional team, is the utilization of high school students as aides on a student-service basis, paying them only with high school credit.

School districts could use on-the-job experiences to select people for further training. On-the-job experiences could be coupled with college courses.

When salary and statutes are "professional," in-service programs may be more valid.

The relatively low pay schedule for TA's may mitigate against their retention.

Aides may relieve both instructional and management problems.

Teachers need an orientation to the use of aides and volunteers.

Preparation for aides should include child development, care and management, introduction to exceptional children (about 18 semester hours).

Further exploration into the preparation of aides should be explored at the local district level.

Professional personnel need to be prepared to know how to utilize aides.

Suggestions for Cooperative Relationships between Colleges and Universities and School Districts:

School districts should make use of "Head Teachers" or "Master Teachers."

Training should be provided for trainers of volunteers.

Refer college students for experience as aides in late afternoon classes. This approach permits direct experiences with children as students are preparing to teach.

Training institutes should be offered by colleges and universities in conjunction with the local school district in reference to the role of the teacher and the role of the aide.

The pre-service and in-service training should be formalized and the teachers should be involved in this training.

Training of teachers should be provided in order that the teachers could provide the instruction for the aides.

The school district should accept a leadership role in this type of training.

Particular training should be provided for particular institutions.

The primary responsibility for volunteer and aide programs should be undertaken by the school districts and state department with a supporting and cooperative role played by the colleges and universities.

Teachers need to learn how to set up goals and tasks for someone else to carry out. This is usually a different kind of training for them.

V. ADMINISTRATION AND SUPERVISION, E.G., RESEARCH, INTINERANT TEACHING, LEADERSHIP TRAINING, AND PROGRAM EVALUATION

Suggestions to Colleges and Universities:

Steps should be taken to make leadership roles in special education effective.

Special development of skills in hiring and development of criteria for hiring are of importance.

Training for administrators should be placed in the curriculum under the doctor's level.

All administration preparation programs should include one course in the area of Administration of Special Education.

It is recognized that there are different needs for administration of special education in sparsely settled areas than in the large urban districts. Similarly there are differences between administration of special education at the local district and county level.

Administrators today need help in writing grants, submitting proposals, program development procedures, etc. Knowledge of instruction is needed as much as ever.

Administrators should take the same courses special education teachers take, if they are to be able to help teachers implement their course work in the classroom.

There needs to be further study as to whether the administrator should be prepared primarily in the field of business management or in education.

Special education preparation should be based on broad general presentations that cross categorical lines. Then a small number of highly specialized courses will be taken in one area of exceptionality.

Administrators need to develop skills in program planning and budgeting systems (PPBS).

Students should have the opportunity to work with both business managers and with legislators during an administrator training program.

The kind of preparation needed by administrators is more supervisory and consultative than administrative.

Prepare leadership personnel in specialized and unique functions.

Regular administrators should have knowledge of exceptional children.

Universities and colleges need to take a hard look at their school administrators' programs.

Higher education programs for preparation of special education administrators need to be aware of the changing models in the field of exceptional children.

Colleges might have teams in for consultation in special education to help building and district administrators start to understand more about the fields of our area.

Colleges should be involved in upgrading regular administrators with the special education teacher. Courses in special education in regular administrative programs are a necessity. Further explanation is needed of the common body of knowledge that we currently have in special education administration.

Colleges and universities in the training of leadership personnel should include an internship in the field of special education administration as part of the training program.

A training program should have as a major objective, the production of an administrator who would be a "program specialist," i.e., a consultant for curriculum implementation, methods, and materials, a resource person for the special education teacher.

In-service training of present administrators in special education would meet a real need. An in-service training program could include the development of skills in budgeting, grant writing, program evaluation, and the providing of consultation services to special education teachers.

The development of a model for the evaluation of special education programs was viewed as a high priority in training programs. This model would be established to assist in setting up program objectives and in measuring the attainment of the objectives of the program.

Suggestions to Schools:

The use of itinerant teachers should be thoroughly evaluated and effective utilization of these services should be carried out, if found to be needed.

The intermediate agency may prove to be a better unit for improved special education programs.

Special education administrators express concern with regard to their status compared to regular school program administrators.

Special education personnel should work with other agencies when developing program standards.

Men, especially, should have teaching experience with classes below the fourth grade so that they will have a better understanding of such programs when they become administrators.

Leadership training in special education should be ongoing and should provide for training needed in special education in the various communities.

Program standards needs to be established for (1) personnel, (2) budget, (3) evaluation of teachers, (4) building programs.

Programs for the blind and deaf may need to maintain categorical approaches to special education.

There is a need for change at the district level, not only with the acceptance of change but with assuming of responsibility necessary to affect and implement change.

We should be concerned with the *source* of complaints from the population and the genuineness of same.

A study should reflect awareness of the community having difficulties, rather than responding without actual knowledge. States are now trying to anticipate this problem and provide leadership in advance of the pressure.

Some problems which arise in placing children back in classrooms include rejection by the regular teacher and *competitiveness* rather than *cooperative* programming.

Suggestions for Cooperative Relationships between Colleges and Universities and School Districts:

Colleges and universities can provide consultative services to school districts for (1) certified personnel, (2) supervisory personnel, (3) the organization of curriculum, (4) in-service training for those who would become administrators.

Colleges and universities can assist with the referral of personnel for school district recruitment.

Colleges and universities can arrange with school districts and state departments of education for internship of students in preparation programs for administration.

College and university personnel can work in assignments in school district special education programs.

What is needed at the local level is more conferences of this nature where colleges and service personnel can meet together often to discuss necessary cooperation, changing role assignments, etc.

Colleges and universities should provide for two-way communications for graduates after they complete their work at the training institutions.

The fact that the concept of accountability in special education is going to be important in the future must be accepted.

APPENDIX

Wilmington, Delaware

NONINSTRUCTIONAL DUTIES EVALUATION FORM

Select those items which apply to your class, then place a check mark in the appropriate box.

WORKING WITH GROUPS OF CHILDREN	O.S.	S.	U.S.*
Took the lunch report			
Checked attendance sheet			
Made experience charts for slow learners			
Assisted children in making reading and word study booklets			
Assisted children in recording chart stories			
Played reading readiness games with groups			
Read story to entire class			
Read story to small group			
Supervised group cutting pictures			
Supervised group finger painting			
Supervised group clay modeling			
Supervised doll corner			
Supervised block building			
Supervised sharing period			
Supervised buttoning coats			
Supervised lacing shoes			
Assisted with playground supervision			
Assisted with lunchroom supervision			
Collected milk, stamp, and lunch money			
Assisted with art, music, and dramatic presentations			
Assisted with checking out materials and books used directly by children			
Handled routine interruptions (notes, messages, deliveries, etc.)			
Supervised seatwork			
Assisted with physical education activities			
Assisted with classroom control			
Passed out routine notices, information, and bulletins			
Reported evidence of health problems to teachers			
Assisted with medical examinations and inoculations			
Assisted with field trips			
Assisted in keeping the room neat and orderly			
Supervised class during lavatory periods			
Distributed books and supplies to children			
Arranged and supervised indoor games on rainy days			

Wilmington, Delaware Evaluation Form

WORKING WITH GROUPS OF CHILDREN	O.S.	S.	U.S.*
Supervised clean-up time			
Managed room library and games			
Arranged interesting and inviting corners for learning: science, reading, or investigative areas			
Instructed children on proper use and safety of tools			
Emphasized courtesy and good manners			

WORKING WITH INDIVIDUAL CHILDREN	O.S.	S.	U.S.*
Supervised making of individual storybooks			
Worked with children who needed individual help			
Assisted individuals in correcting written assignments			
Played reading readiness games with individuals			
Gave some individual writing instruction			
Gave some individual follow-up reading			
Played reading games with individuals			
Played numbers games with individuals			
Listened to oral reading of individual children			
Read to individual children			

*O.S.—Outstanding Performance; S.—Satisfactory; U.S.—Unsatisfactory

Wilmington, Delaware

SELF EVALUATION FOR FOR AIDES

The aide should have opportunities to identify and discuss her strengths and weaknesses and to plan for improvement or change. After considering specific points, such as those on the form given below, the aide might discuss them with the teacher and/or principal. Such sessions can encourage further effort and bolster the aide's self-confidence.

1. Do I plan for the activity which I have assigned—not hit-and-miss or just doing something?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I observe closely so as to know children's likes, dislikes, preferences, enthusiasms, aversions, and so on?
5. Do I find opportunities for giving children choices or do I tell them what to do?
6. Have I given some individual help in writing?
7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
8. Do I emphasize the times when children behave well and minimize the times when they fail to do so?

9. Do I really listen to what children have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming emotionally upset?
12. Do I follow directions of the classroom teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the classroom teacher adequate notice of my absences by reporting them to the school office before the school day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that children may progress more rapidly?
16. Do I give too much help to children rather than allowing them time to think?
17. Do I refrain from interfering between another teacher and a pupil unless called upon for assistance?
18. Do I avoid criticism of the children, the teacher, and the school?

Information Form for Visitors
Corvallis, Oregon

MOUNTAIN VIEW SCHOOL—PRE-SCHOOL CLASS
TRAINABLE MENTALLY RETARDED

TEACHER ..... Mrs. Phyllis M. Fontana
AIDE ..... Mrs. Susan DeFoe
VOLUNTEERS ..... Five, Daily

There are presently nine children enrolled in our program. Their ages range from two and one-half years to six and one-half years.

APPROXIMATE SCHEDULE

9:00- 9:20—Table activity (free play)
9:20- 9:30—Roll Call
9:30- 9:50—Individual Instruction (Group I)
9:30- 9:50—Group Activity (Group II)
9:50-10:20—Individual Instruction (Group II)
10:20-10:30—Arts/Crafts
10:30-10:45—Outdoor P.E. or Rug Activity
10:45-11:00—Juice/crackers
11:00-11:15—Toothbrushing/toileting
11:15-11:30—Rest Period
11:30-11:45—Coordination
11:45-11:55—Music
11:55-12:00—Prepare to leave/home

The Individual Instruction periods will vary as to the needs of the child. A partial list of tasks included during this period would contain some of the following: physical therapy, language development, eye-hand coordination, knowledge of self (head and body parts, senses, personality, family, and playmates); self-help skills (eating, drinking, dressing, toileting);

the matching of colors, shapes, textures, various sized objects; fine motor control, i.e., crayon and pencil; number boards; contrast discrimination.

Please do not expect anyone in the class to answer questions while the children are present. The children must be our first consideration. We are using behavior modification and this technique requires our complete attention: "How" we present the task; the child's reaction and attention to it; how and when the child is "rewarded."

While you are in the classroom to observe, you may "circulate" as long as your presence is not distracting the children. If this does occur, you will be asked to use an observation booth. If all the booths are occupied (Individual Instruction), it may be necessary to ask you to leave the classroom.

If you have any questions or comments, please see Mrs. Fontana after 12:00 or leave a message with Mrs. Johnson (Mt. View Secretary) in the office and Mrs. Fontana will contact you.

We appreciate your interest in our program.

Information Sheet for Volunteers
Corvallis, Oregon

GUIDELINES FOR VOLUNTEERS

1. Don't become emotionally involved with the child so that you worry about him or are not objective about his needs.
2. Be calm. Show no anger, irritation, or rejection toward the child.
3. Speak quietly and with control, so that the child listens carefully. Never shout.
4. Be firm. Do not allow the child to escape a task. If he offers resistance, keep working to let him know he is going to do the job.
5. Don't frustrate. Keep language on a somewhat elementary level.
6. Use simple commands and directions. Don't talk too much.
7. Be consistent. Don't alternate between giving in to the child and being firm about completing a goal. Expect the child to work well.
8. Never ask, "Do you want to do this?" Say, "We are going to do this."
9. Be respectful of the child as an individual in his own right.
10. Be kind, but don't gush, overpraise, or overdo special rewards.
11. Couple praise with a pat or physical contact of some kind.
12. Always reward every correct response. Sometimes, just, "Right," or "O.K." is sufficient.
13. Record your data! If you have questions, ask.
14. Always check directions before beginning each individual sessions, and follow them.
15. Never do anything for the child. Help him do it for himself. We learn by doing.
16. Remember—these are children first, handicapped second.

KEEP SMILING

74:2M:770:GD:EP:3F9

ERRATA

Page 17, first paragraph should read:

At this point the particular orientation of the school district administration and its philosophy of special education presents guidelines and perhaps limitations. (Jim Gallagher's *Miss Bravado* comes to mind.) The teacher often finds himself in a quandary. What might have been presented to him as desirable, even ideal, in the pre-service setting doesn't exist in the in-service setting, or, at least, is hard to recognize. It could well be that we did not prepare teachers appropriately at the pre-service level. In the next few days we hope to learn what we should be doing to remedy this lack. You as "consumers" of our service have the opportunity to help.

Page 22, first paragraph should read:

> Once the idea was formulated, things moved very rapidly. First, we needed recruits. These are essentially the steps that eventually led to over 350 parents volunteering their services. First, acknowledgement must go to the principals; they were the sparkplugs of the whole effort. They were the ones who got their PTA boards interested, and I'm convinced that one could move the world if enough PTA boards took up the task! The media—radio, both regular newspapers and the neighborhood throwaways—gave us good coverage. Television stations were happy to cover our first tutor-training sessions. The word really got around.

Page 59, headline at the top of the page should read:

V. ADMINISTRATION AND SUPERVISION, E.G., RESEARCH, ITINERANT TEACHING, LEADERSHIP TRAINING, AND PROGRAM EVALUATION

Inside back cover, Special Education and Rehabilitation Program and Advisory Committee

Add:

Dr. Andrew Marrin
Associate Regional Commissioner
Rehabilitation Services Administration
Department of Health, Education, and Welfare
Denver, Colorado 80202

Correct:

Dr. Willard Abraham

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